

URBAN/MUNICIPAL  
CA3 ON HW W26  
A33E  
1998

URBAN  
MUNICIPAL

AGENDAS  
EDUCATION COMMITTEE OF  
THE HAMILTON-WENTWORTH  
DISTRICT SCHOOL BOARD  
JUNE 25, 1998 ...







URBAN/MUNICIPAL

CA3 ON HW W26

A33E

1998

*THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD*

*SPECIAL MEETING OF THE  
EDUCATION COMMITTEE*

*JUNE 25, 1998*

URBAN MUNICIPAL

JUN 29 1998

GOVERNMENT DOCUMENTS

6:15

**A G E N D A**

6:15

1. Call to Order
2. Approval of Agenda

B. Wallace

**ACTION ITEMS:**

3. Personnel Report
4. SEAC Response to the Mountain Barrier-Free Accessibility Plan
5. Appointment of Probationary Teachers – Signing of Contracts

D. Russon  
K. Bain  
M. Matier



10/10/10

10/10/10



#3

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

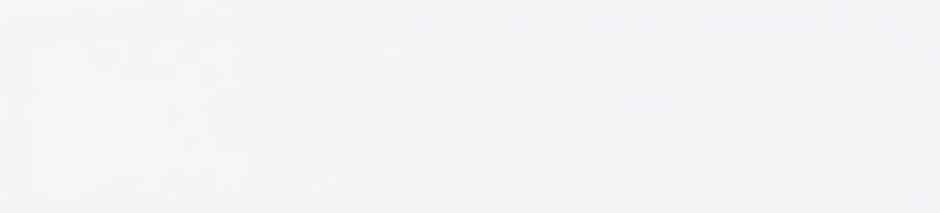
**PERSONNEL REPORT**

**June 25, 1998**

**RECOMMENDATION:**

MOVED BY \_\_\_\_\_, SECONDED BY \_\_\_\_\_  
THAT THE PERSONNEL REPORT DATED JUNE 25, 1998 BE ADOPTED AND  
THE RECOMMENDATIONS CONTAINED THEREIN BE APPROVED.







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**SECTION I**

**K. Croxall, Superintendent of Schools**

- A. APPOINTMENTS AND TRANSFERS - nil**
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil**
- C. LEAVE OF ABSENCE**

**a) Change in Leave Request**

That the 0.5 Leave of Absence granted to **Virginia Richardson**, at a previous meeting, be changed to 1.0, effective September 1, 1998 to August 31, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil**

**SECTION II**

**K. Bain, Superintendent of Schools**

- A. APPOINTMENTS AND TRANSFERS - nil**
- B. RESIGNATIONS, RETIREMENT AND TERMINATIONS - nil**
- C. LEAVES OF ABSENCE**

**a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Heidi Tones**, Elementary Teacher, August 19, 1998 to February 24, 1999  
**Susan Hamilton-Budic**, Elementary Teacher, August 27, 1998 to March 21, 1999  
**Sue Carey**, Elementary Teacher, September 1, 1998 to December 31, 1998  
**Sarah McClure**, Elementary Teacher, 0.6, September 1, 1998 to August 31, 1999  
**Margaret McKay**, Elementary Teacher, September 1, 1998 to August 31, 1999  
**Cheri Lee Barwinski**, Elementary Teacher, September 12, 1998 to March 31, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil**



**SECTION III****K. Waters, Superintendent of Schools****A. APPOINTMENTS AND TRANSFERS**

It is recommended that the following appointments be approved, effective from September, 1 1998 to January 31, 1999:

**Brian Lennox**, Head of Geography, Orchard Park Secondary School  
**Stella Morettin**, Head of Languages, Orchard Park Secondary School  
**Laurie Williams**, Head of Geography, Parkside High School  
**Susan Ruddle**, Head of Library, Waterdown District High School  
**Margot Roi**, Head of Art, Highland Secondary School  
**Maureen Bergart**, Head of English, Highland Secondary School  
**Janet Stewart**, Head of Family Studies, Highland Secondary School  
**Keith Gould**, Head of Geography, Highland Secondary School  
**Barbra Allan**, Acting Head of Languages, Highland Secondary School  
**Mike Gmell**, Head of Mathematics, Highland Secondary School  
**Margaret Ferguson**, Head of Science, Highland Secondary School  
**Reiner Perski**, Head of English, Saltfleet District High School  
**Marcellus Lung**, Head of Business, Ancaster High School  
**Kate Elliott**, Assistant Head of English, Ancaster High School

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****a) Retirement**

That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Robert Krouse**, Secondary Teacher, December 31, 1998

**C. LEAVE OF ABSENCE****a) General Leave**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Deborah Crouse**, Secondary Teacher, February 1, 1999 to August 31, 1999

**b) Leave Extension**

That the requests for the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Bonnie Shama**, Secondary Teacher, September 1, 1998 to November 3, 1998



- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

**SECTION IV****D. Grant, Superintendent of Business and Treasurer**

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
- C. LEAVE OF ABSENCE

- a) General Leave

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Don Wood, Maintenance Mechanic, May 23, 1998 to June 30, 1998

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

**SECTION V****D. Russon, Manager, Human Resources**

- A. APPOINTMENTS AND TRANSFERS
  - 1) Appointments
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS
  - 1) Retirements

Vice-Principal and Principal Appointments  
— Education Committee Lay Down — June 25, 1998

That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

Sharon Gowland, Elementary Teacher, December 31, 1998  
Wanda Lane, Elementary Principal, October 31, 1998  
Loretta Lehmann, Secondary Teacher, October 31, 1998



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**C. LEAVES OF ABSENCE**

**1) General Leaves**

(i) That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Betty Lukey, Secondary Teacher, September 1, 1998 to February 2, 1999

Sharon O'Halloran, Elementary Teacher, September 1, 1998 to August 31, 1999



#4

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558, Hamilton, Ontario L8N 3L1  
Telephone: (905) 527-5092, ext. 2622 Facsimile: (905) 521-2517

June 17, 1998

**To:** Merv Matier, Acting Director of Education and Secretary

**From:** Ken Bain, Superintendent of Education, County West

**Re:** *SEAC Response to the "Mountain Schools Barrier-Free Accessibility Plan"*

**Recommended Action:**

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

**That the SEAC response to the Mountain Barrier-Free Accessibility Plan be received for information.**

The Mountain Barrier-Free Accessibility plan was presented to SEAC on Tuesday June 16<sup>th</sup>. SEAC members raised the following concerns:

- That the schools identified in the plan would be the only mountain schools that students in wheelchairs could attend.
- That the plan conflicts with the existing Accessibility Policy of the city board which states "That students, wherever possible, be accommodated in their home school".
- That the board needs to create as many barrier-free sites as financially possible
- That barrier-free accessibility has different meanings for different individuals.
- That consultation involving community advocacy groups and individuals occur whenever sites are considered for renovations in order to establish barrier-free environments.

SEAC members were provided with the following points of clarification:

- It is not the intent of the plan to prevent students from attending their home school. Parents will realise the limitations to barrier-free accessibility in their home school and will be offered alternative accommodation at the schools identified in the plan.
- The barrier-free plan complements the Accessibility Policy as it provides a range of attendance options for these families. By the fall, a "pathway" of barrier-free accommodation from Junior to middle to secondary schools will be available to students.
- Much more work needs to be done in order to create barrier-free accommodation across the mountain. Retrofitting schools to create independent-barrier free accessibility is extremely costly and is not likely to be possible at this time.
- An ad hoc committee of interested SEAC and community members will work with Duane O'Connor to review the work-plans for and visit the schools named in the report.
- A standing committee will be established to provide advice to the Plant Department when barrier-free renovations are being considered.

SEAC approved the report as printed and distributed and provided direction to establish the ad hoc committee that will review the existing plan with the Plant Department.







**D R A F T**  
**SPECIAL MEETING OF THE EDUCATION COMMITTEE**  
**JUNE 25, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop, Janice Dewar, Eleanor Johnstone, Joseph Rogers and Ray Mulholland.

**Also present:** Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Acting Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Elizabeth Bond (Superintendent of Education - Secondary East), Krys Croxall (Superintendent of Education - County East), Pat Gillie (Superintendent of Education - Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education - City East), Lucy Veerman (Acting Senior Financial Officer) and Ken Waters (Superintendent of Education - Secondary West).

Also in attendance:  
 Deborah Russon, Manager – Human Resources

The Chair called the meeting to order at 6:19 p.m.

## **2. Approval of Agenda**

**It was moved by E. Johnstone: That the agenda be approved as distributed.**

The following items were added:

- (a) Personnel Report – Pages 3-5 to 3-6
- (b) Elementary/Secondary Vice-Principal and Elementary Principal Candidates Eligible for Promotion – Pages 5 to 5-1
- (c) Process for Hiring Teachers – J. Bishop
- (d) Update on Staff Decisions Made on June 17, 1998 – J. Bishop
- (e) Update re Contracts – J. Bishop
- (f) Board Representative to the Associated Services for Youth and Children – M. Botting
- (g) Trustee Representative to In-service on Ministry Curriculum Documents – K. Croxall

To the motion, as amended, **CARRIED.**

## **3. Personnel Report**

D. Russon presented the report, noting the changes to the following recommendations:

- 1. Section III, Clause A. Appointments and Transfers:  
 -- Mike Gmell should be appointed as **Acting** Head of Mathematics, Highland Secondary School.
- 2. Section III, Clause B. Resignations, Retirements and Terminations:  
 -- the name **Robert Foot**, Secondary Teacher, December 31, 1998 should be added.

There was agreement to consider Section IV, Clause A-1) Appointments and Transfers [additional information, Pages 3-5 to 3-6] during the consideration of the Elementary/Secondary Vice-Principal and Elementary Principal Candidates Eligible for Promotion [Pages 5 to 5-1].

**It was moved by J. Dewar: That the Personnel Report dated June 25, 1998 be adopted and the recommendations contained therein be approved:**



**SECTION I K. Croxall, Superintendent of Schools**

- A. APPOINTMENTS AND TRANSFERS - nil**
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil**

**C. LEAVE OF ABSENCE****a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Valerie Atkinson**, Elementary Teacher, September 1, 1998 to August 31, 1999 (.4)

**Jo Knott**, Elementary Teacher, September 1, 1998 to August 31, 1999 (.5)

**Janet Palubski**, Elementary Teacher, September 1, 1998 to August 31, 1999 (.5)

**b) Leave Extension**

That the request of **Christine Kutteneuler**, Elementary Teacher, for an extension of her Leave of Absence, effective September 1, 1998 to January 3, 1999, be granted.

**c) Change in Leave Request**

That the 0.5 Leave of Absence granted to **Virginia Richardson**, at a previous meeting, be changed to 1.0, effective September 1, 1998 to August 31, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil**

**SECTION II K. Bain, Superintendent of Schools**

- A. APPOINTMENTS AND TRANSFERS - nil**
- B. RESIGNATIONS, RETIREMENT AND TERMINATIONS - nil**

**C. LEAVES OF ABSENCE****a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Heidi Tones**, Elementary Teacher, August 19, 1998 to February 24, 1999

**Susan Hamilton-Budic**, Elementary Teacher, August 27, 1998 to March 21, 1999

**Sue Carey**, Elementary Teacher, September 1, 1998 to December 31, 1998

**Sarah McClure**, Elementary Teacher, 0.6, September 1, 1998 to August 31, 1999

**Margaret McKay**, Elementary Teacher, September 1, 1998 to August 31, 1999

**Cheri Lee Barwinski**, Elementary Teacher, September 12, 1998 to March 31, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil**



**SECTION III K. Waters, Superintendent of Schools****A. APPOINTMENTS AND TRANSFERS**

It is recommended that the following appointments be approved, effective from September, 1 1998 to January 31, 1999:

**Elizabeth Duern**, Assistant Head of English, Saltfleet District High School  
**Brian Lennox**, Head of Geography, Orchard Park Secondary School  
**Stella Morettin**, Head of Languages, Orchard Park Secondary School  
**Laurie Williams**, Head of Geography, Parkside High School  
**Susan Ruddle**, Head of Library, Waterdown District High School  
**Margot Roi**, Head of Art, Highland Secondary School  
**Maureen Bergart**, Head of English, Highland Secondary School  
**Janet Stewart**, Head of Family Studies, Highland Secondary School  
**Keith Gould**, Head of Geography, Highland Secondary School  
**Barbra Allan**, Acting Head of Languages, Highland Secondary School  
**Mike Gmell**, Acting Head of Mathematics, Highland Secondary School  
**Margaret Ferguson**, Head of Science, Highland Secondary School  
**Reiner Perski**, Head of English, Saltfleet District High School  
**Marcellus Lung**, Head of Business, Ancaster High School  
**Kate Elliott**, Assistant Head of English, Ancaster High School

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****a) Retirement**

That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Robert Krouse**, Secondary Teacher, December 31, 1998  
**Robert Foot**, Secondary Teacher, December 31, 1998

**C. LEAVE OF ABSENCE****a) General Leaves**

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**Deborah Crouse**, Secondary Teacher, February 1, 1999 to August 31, 1999.  
**Toni Clement**, Secondary Teacher, July 29, 1998 to February 2, 1999.

**b) Leave Extension**

That the requests for the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Bonnie Shama**, Secondary Teacher, September 1, 1998 to November 3, 1998

**D. PROBATIONARY AND PERMANENT CONTRACTS - nil****E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil**



**SECTION IV D. Grant, Superintendent of Business and Treasurer**

- A. APPOINTMENTS AND TRANSFERS - nil**
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil**
- C. LEAVE OF ABSENCE**
  - a) General Leave**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:  
**Don Wood**, Maintenance Mechanic, May 23, 1998 to June 30, 1998

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil**

**SECTION V D. Russon, Manager, Human Resources**

- A. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**
  - 1) Retirements**

That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Sharon Gowland**, Elementary Teacher, December 31, 1998  
**Wanda Lane**, Elementary Principal, October 31, 1998  
**Loretta Lehmann**, Secondary Teacher, October 31, 1998

- B. LEAVES OF ABSENCE**
  - 1) General Leaves**

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**Betty Lukey**, Secondary Teacher, September 1, 1998 to February 2, 1999  
**Sharon O'Halloran**, Elementary Teacher, September 1, 1998 to August 31, 1999

**CARRIED.**

**4. Appointment of Probationary Teachers – Signing of Contracts**

The Director said the administration would like to get direction from trustees regarding this issue given that: (a) the Board is about to hire a considerable number of teachers for the next school year; and (b) a new contract (format) has to be developed for probationary teachers. He noted that the predecessor Boards have different practices in terms of teacher contracts: For the County Board, contracts are signed during the interview process; for the City Board, contracts are signed after Board approval of teaching staff appointments.

D. Russon indicated that the current contract in use is valid until August 31, 1998. A new contract has to be developed and approved for teaching appointments effective on September 1, 1998. For those teachers who had already signed using the old contract, the date of signing will be the basis for seniority purposes (e.g. tie breaker).



It was clarified that (a) consultation with the Ministry of Education and Training may be necessary to seek clarification on the contents of the new contract; and (b) the new contract has to be cleared with the Board solicitor.

R. Mulholland said he anticipates calling a Board meeting during the first week of August, the consideration and approval of the new teacher contract could be considered at that time.

**5. Elementary and Secondary Vice-Principal and Elementary Principal Candidates Eligible for Promotion**

D. Russon presented the report.

In response to questions, the following clarifications were provided:

- (a) In terms of the resume component of the selection process, the candidate's experience was scored and given more value than qualifications.
- (b) One additional candidate in excess of the actual needs is provided for each position category to cover any vacancy due to retirement which could arise during the summer and/or prior to September.
- (c) Historical trend was the basis for cut off point for the interview: 66.6% for the Elementary/Secondary Vice-Principals and 71% for Elementary School Principals.
- (d) The transition committee for the Principal and Vice-Principal selection process will review the process relating to the candidates pool and develop recommendations for Board approval.

(a) It was moved by J. Dewar: That the Report re Elementary and Secondary Vice-Principal and Elementary Principal Candidates Eligible for Promotion be received for information and the following recommendation be approved:

(i) That the Elementary and Secondary Vice-Principal and Elementary Principal Eligible for Approval List be approved and that this become the Approved for Promotion List:

**Elementary Vice—Principal**

Carol Campanella

James Files

Ingrid Goertz

Kevin Heer

Elizabeth Lindsay

Leah Schwenger

John Scott

Janet Watt

William Whittle

**Elementary Principal**

Diane Aitken

Janis Blimke

Douglas Johnson

Anne Luxon

Ruth Ann MacFarlane

Gary Moncur

Lucille Reed

Valerie Stephens-Brockbank

Janice Tomlinson

Susan Ward

**Secondary Vice-Principal**

John DiLiberto

Cheryl Ende

Lorne Evans

Stella Green Gibson

Peter Joshua

Donald Pente

Gary Poot

Sharon Stephanian

**CARRIED.**



**It was moved by J. Dewar: That Judith Bishop be the Board representative to the Associated Services for Youth and Children.**

**CARRIED.**

**10. Trustee Representative to the In-service on Ministry Curriculum Documents – K- Croxall**

K. Croxall advised that the Ministry of Education and Training has announced the release of three or more curriculum documents sometime in August and asked the Board to forward a team for the training/in-service on these documents; a trustee representative to this team is required. The in-service sessions (duration of one to three days) are expected to be scheduled either in late August or early September.

One member expressed concern with the format and training activities provided by this type of in-service from the Ministry.

No member volunteered.

**Adjournment:**

**It was moved by J. Dewar: That the meeting be adjourned, this being done at 7:10 p.m.**

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1998

***THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD***

***SPECIAL MEETING OF THE EDUCATION COMMITTEE***

***AUGUST 27, 1998***

7:00 p.m.

**A G E N D A**

7:00 p.m.

1. Call to Order
2. Approval of Agenda

B. Wallace

**ACTION ITEMS:**

3. Personnel Report
4. Social Work Delivery Model

D. Russon

M. Botting





#3

THE HAMILTON-WENTWORTH DISTRICT  
SCHOOL BOARD

PERSONNEL REPORT

August 27, 1998

RECOMMENDATION:

MOVED BY \_\_\_\_\_: THAT THE PERSONNEL  
REPORT DATED August 27, 1998 BE ADOPTED AND THE  
RECOMMENDATIONS CONTAINED THEREIN BE  
APPROVED.

**C. LEAVES OF ABSENCE****a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Elizabeth Bonneville, Elementary Teacher, September 8, 1998 to March 12, 1999 (1.0)  
 Valerie Atkinson, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.4)  
 Krysia Robinson, Elementary Teacher, September 1, 1998 to December 31, 1998 (1.0)  
 Theresa Blanken, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.2)  
 Jan Hall-Apostol, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.1)  
 Shirley Wilson, Elementary Teacher, October 7, 1998 to January 31, 1999 (1.0)

**D. PROBATIONARY AND PERMANENT CONTRACTS - nil**

That the following be appointed to the probationary staff, effective September 1, 1998, with salary according to the salary schedule:

Terri Zwicker, Spencer Valley  
 Ian Little, Spencer Valley  
 Greg Dilworth, Dundas District  
 Sarah Little, Dundas District  
 John Pullen, Dundas District  
 Michele Klein, Dundas District  
 Karyn Fritz, Dundas District  
 Brenda Snyder, Ancaster Senior  
 Allan Boyan, Ancaster Senior  
 Sabine Pirnat-Redden, Ancaster Senior  
 Lori Royle, Ancaster Senior  
 Klaus Walma, Ancaster Senior  
 Craig Hicks, Guy Brown  
 Steve Black, Guy Brown, Dundas Central  
 Nelson Stewart, Flamborough Centre  
 Trish Toffner, Dr. Seaton/Sheffield, Millgrove, Greensville  
 Sharon Ormerod, Glenwood, Balaclava  
 Sarah Coyne, Yorkview  
 Penny Williams Widdup, Mary Hopkins  
 Doreen Brooks, Mary Hopkins  
 David Pasian, Eastdale

**E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil****SECTION III**

K. Waters, Superintendent of Schools

**A. APPOINTMENTS AND TRANSFERS**

It is recommended that the following appointments be approved, effective from September 1, 1998 to January 31, 1999:

Joanne Restivo, Assistant Head of Guidance, Ancaster High School  
 Donna Hale, Assistant Head of Business, Ancaster High School  
 Gary Kay, Assistant Head of Science, Ancaster High School  
 Cheryl Greenaway, Assistant Head of English, Ancaster High School



Christine Nicolaides, Assistant Head of Science, Orchard Park Secondary School

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

**a) Resignation**

That the date shown for the following staff to Leave the Employ of the Board, be approved:

Kelly Shurr, Secondary Teacher, effective July 29, 1998

**C. LEAVE OF ABSENCE**

**a) General Leave**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Lisa Nutley, Secondary Teacher, June 15, 1998 to January 31, 1999 (1.0)

**D. PROBATIONARY AND PERMANENT CONTRACTS**

That the following be appointed to the probationary staff, effective September 1, 1998, with salary according to the salary schedule:

Allison Armstrong, Parkside High School  
 Scott Bruce, Parkside High School  
 Annette Byrne-Fratoni, Ancaster High School  
 Mary-Ann Campanelli, Waterdown District High School  
 Nancy Castura, Ancaster High School  
 John Clapiz, Highland Secondary School  
 Elena Cocuzza, Saltfleet District High School  
 Sherry Cooper, Saltfleet District High School  
 Tim Dodds, Saltfleet District High School  
 Lisa Dupuis, Parkside High School  
 Halina Dziewa, Ancaster High School  
 Patrick Elliott, Orchard Park Secondary School  
 Paolo Faccio, Orchard Park Secondary School  
 Noah Gardner, Parkside High School  
 Patti Haygarth, Saltfleet District High School  
 Frances Holden, Ancaster High School  
 Janice Hughes, Highland Secondary School  
 Penny Hunter, Waterdown District High School  
 Jennifer Hutzal, Highland Secondary School  
 Paul Kapshey, Parkside High School  
 Katrina Krivankova, Parkside High School  
 Robert Kurpeikis, Parkside High School  
 Erika Lauchlan, Parkside High School  
 Brian Lenart, Highland Secondary School  
 Pam Linton, Orchard Park Secondary School  
 Grant Mattice, Orchard Park Secondary School  
 Jason Monteith, Highland Secondary School  
 Julia Northcott, Parkside High School  
 Katherin O'Hara, Ancaster High School  
 Elizabeth Piccione, Ancaster High School  
 Gerard Prangle, Waterdown District High School

Alice Schmuck, Orchard Park Secondary School  
 Lino Scoccia, Saltfleet District High School  
 Mike Smith, Highland Secondary School  
 Sandra Steeds, Highland Secondary School  
 Marianne Susi, Ancaster High School  
 Peter Vasil, Orchard Park Secondary School  
 Derek Wardell, Orchard Park Secondary School

**E. OTHER MATTERS REQUIRING BOARD ATTENTION**

That in accordance with Article 10.06 of the Secondary Collective Agreement, it is recommended that the following secondary teachers be granted credit for related experience, effective as shown:

John Clapiz, 9 years which equates to 4.5 years on the salary grid  
 Robert Kurpeikis, 10 years which equates to 5 years on the salary grid

**SECTION IV**

D. Grant, Superintendent of Business and Treasurer

**A. APPOINTMENTS AND TRANSFERS - nil**

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

**a) Retirements**

That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

Mary Podrebarac, Cleaner, August 31, 1998  
 Beverley Myers, Secretary, March 31, 1999

**b) Resignation**

That the date shown for the following staff to Leave the Employ of the Board, be approved:

Catherine Bottrell, Human Resources Officer, July 17, 1998

**C. LEAVE OF ABSENCE**

**a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Sandra Sanderson, Caretaker, July 20, 1998 to August 7, 1998 (1.0)  
 Jennifer Weusten, Secretary, September 1, 1998 to December 31, 1998 (1.0)

**b) Leave of Absence - Change**

That the dates of the Leave of Absence granted to the following staff, at a previous meeting, be changed to:

Sharon Kolenski, Receptionist, January 5, 1998 to August 31, 1998 (0.5)

**D. PROBATIONARY AND PERMANENT CONTRACTS - nil**



E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

SECTION V

M. Botting, Superintendent of Instructional Services

A. APPOINTMENTS AND TRANSFERS - nil

That the following staff be appointed to the one year term position indicated below, effective September 1, 1998, with salary according to the salary schedule:

Joan Kott, Consultant, Environmental & Outdoor Education  
Dan Palango, Consultant, Experiential Learning  
Ken Sanford, Consultant, Language/Mathematics  
Laura Romano, Consultant, Language/Social Studies  
Mary Lou Kestell, Consultant, Mathematics/Science & Technology  
Bob Waterhouse, Consultant, Special Education  
Rob Stringer, Special Assignment Teacher, Information Technology  
Dan Walker, Special Assignment Teacher, Information Technology

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

a) Retirement

That the resignation of **Leona Skolrood**, for the purpose of retirement, effective September 25, 1998, be accepted with regret and the Board's gratuity be paid.

C. LEAVE OF ABSENCE

a) General Leave

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Pamela Battersby**, Educational Assistant, September 8, 1998 to December 31, 1998 (1.0)

b) Leave of Absence - Change

That the Leave of Absence granted to the following staff, at a previous meeting, be changed to:

**Judy Nathanson**, Speech Language Pathologist, September 1, 1998 to August 31, 1999 (1.0)

D. PROBATIONARY AND PERMANENT CONTRACTS - nil

E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

## SECTION VI

D. Russon, Manager, Human Resources

## A. APPOINTMENTS AND TRANSFERS

1) Promotions and Appointments

(i) That the following staff be appointed to the one year term position indicated below, effective September 1, 1998, with salary according to the salary schedule:

**Catherine Alchin**, Consultant, Career Education & Planning  
**Rosemary Coomber**, Special Assignment Teacher, Language  
**Lesley Cordero**, Consultant, Information Technology  
**Lynn Howarth-McCue**, Consultant, Early Childhood Education  
**Rita Knapp**, Consultant, Consultant, Special Education  
**Joanne Languay**, Special Assignment Teacher, Mathematics  
**Sandra Law**, Consultant, Section 27  
**John McKnight**, Special Assignment Teacher, Information Technology  
**Robert Morrallee**, Consultant, Special Education  
**Dawn Mutton**, Special Assignment Teacher, Behaviour Resource  
**Steve Staios**, Consultant, Special Education  
**Mary Jean Tyczynski**, Consultant, Social Studies/Science & Technology  
**Joyce Whittle**, Special Assignment Teacher, Science & Technology

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

(ii) That the following teachers be appointed to the position indicated below, effective September 1, 1998, with salary according to the salary schedule:

**Paul Barwinski**, Acting Head of Department (Physical and Health Education)  
**Carolyn Beasley**, Acting Head of Department (Student Services)  
**Luana Cox**, Acting Head of Department (Student Services)  
**Elaine Crawford**, Acting Head of Department (Student Services)  
**Paul Guagliano**, Acting Head of Department (Physical and Health Education)  
**Lyle Gauley**, Acting Head of Department (English)  
**Wendy Hutton**, Acting Head of Department (Student Services)  
**Tina Kehl**, Acting Assistant Head of Department (Academic)  
**Steven Kerr**, Acting Assistant Head of Department (Science)  
**Melvin LaForme**, Acting Head of Department (History)  
**Maelly Lew**, Acting Head of Department (Science)  
**Susan Little**, Acting Head of Department (English)  
**Judith Linfoot**, Acting Head of Department (Languages)  
**Janet MacLennan**, Acting Assistant Head of Department (Student Services)  
**Christine McKinty**, Acting Assistant Head of Department (Student Services)  
**James Morgante**, Acting Head of Department (Mathematics)  
**M. Jane Murray**, Acting Assistant Head of Department (Technical Education)  
**Brian Ryder**, Acting Head of Department (Science)  
**Eileen Shannon**, Acting Head of Department (Mathematics)



**Marian Springer**, Acting Head of Department (Student Services)  
**M. Elaine Tschofen**, Acting Assistant Head of Department (Student Services)  
**Anthony Viola**, Acting Head of Department (Business)

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

### 1) Resignations

(i) That the date shown for the following staff to Leave the Employ of the Board be approved and that they receive severance:

**Paula Boothe**, Computer Programmer (Clerical & Technical Staff), December 31, 1998  
**Kelsey Crawford**, Secretary (Professional Administrative Support Staff), August 31, 1998  
**Timothy Parrow** Computer Programmer (Clerical & Technical Staff), December 31, 1998  
**Carol-Ann Robinson**, Secretary (Clerical & Technical Staff), August 31, 1998  
**Rebecca Toth**, Attendance Secretary (Clerical & Technical Staff), August 31, 1998  
**Carol Watson**, Elementary School Secretary (Clerical & Technical Staff), August 31, 1998

(ii) That the date shown for the following to Leave the Employ of the Board be approved:

**Dianne Maki**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
 June 26, 1998  
**Wayne Teicht**, Secondary Teacher, August 31, 1998  
**Leslie Walberg-Hegan**, Social Worker (Professional Student Services Personnel),  
 June 30, 1998  
**Derek Walker**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
 August 31, 1998  
**David Weir**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
 August 31, 1998

### 2) Early Exit Plan Applications

That the following employees have accepted the December 31, 1998 exit date under the Early Exit Plans:

**Marie DesRoches**, Secondary School Library Technician (Clerical & Technical Staff)  
**Leonard Dixon**, Manager, Technical Services (Professional Administrative Support Staff)  
**Elizabeth Olexiuk**, Elementary School Secretary (Clerical & Technical Staff)  
**Carole Paige**, Library Technician (Clerical & Technical Staff)

### 3) Retirements

(i) That the resignation of **Michael MacNeil**, Elementary Teacher, for the purpose of retirement, effective June 30, 1998, be accepted with regret and the Board's gratuity be paid on a pro-rated basis.

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

## C. LEAVES OF ABSENCE

### 1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**Marianna Cappelletti**, Secondary Secretary (Clerical & Technical Staff) August 31, 1998 to April 30, 1999 and June 4, 1999 to July 21, 2000

**Darlene DiSalvia**, Elementary Teacher, September 1, 1998 to March 19, 1999

**Jane Kasapowitsch**, Educational Assistant (Educational and Lunchroom Assistant Staff), September 1, 1998 to June 30, 1999

**Wilma MacNeil**, Educational Assistant (Educational and Lunchroom Assistant Staff), May 4, 1998 to June 26, 1998

**Frank McGrimmond**, Assistant Caretaker (Caretaking & Maintenance Staff), June 22, 1998 to August 17, 1998

**Ana Misiti**, Secondary School Secretary (Clerical & Technical Staff), July 10, 1998 to June 30, 1999

**Tara Opie**, Elementary Teacher, September 1, 1998 to April 30, 1999

**S. Elaine Pilgrim-Susi**, Elementary Teacher, September 14, 1998 to March 26, 1999

**Cindy Wolf**, Educational Assistant (Educational and Lunchroom Assistant Staff), July 27, 1998 to January 22, 1999

**Mona Weil**, Elementary Teacher, April 28, 1998

**Beverley Zalic**, Elementary Teacher, October 1, 1998 to March 31, 1999

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

### 2) Leave Extensions

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Gerry McDonnell**, Caretaker (Caretaking & Maintenance Staff), July 20, 1998 to December 31, 1998

**Dianne Parr**, Sr. Speech/Language Pathologist (Professional Administrative Support Staff), July 17, 1998 to August 30, 1998

**Richard Piet**, Secondary Teacher, September 1, 1998 to August 31, 1999

**Tina Robinson**, School Secretary (Clerical & Technical Staff), July 1, 1998 to August 31, 1998

**Suzanne Rich**, Elementary Teacher, September 1, 1998 to December 31, 1998

**Jennifer Wilson-Bridgman**, Elementary Teacher, September 1, 1998 to August 31, 1999

**Fern Zimmerman**, Elementary Teacher, September 1, 1998 to August 31, 1999

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

### 3) Four Over Five



(i) That the Board approve a Leave of Absence under the Salary Holdback Plan (Four over Five) under the Secondary Collective Agreement for **Phylis Festing** for the second semester of the 1999-2000 school year.

(ii) That the Board approve a Leave of Absence under the Salary Holdback Plan (Four over Five) under the Secondary Collective Agreement for **Barry Hutton** for the first semester of the 1999-2000 school year.

#### 4) Reduced Workload Leaves

(i) That the requests of the following teachers for Reduced Workload Leaves of Absence, effective September 1, 1998 to August 31, 1999, be granted:

**Katherine Black**, Elementary Teacher, 1.0 to .5  
**Linda Charko**, Elementary Teacher, 1.0 to .5  
**Laura DiMatteo**, Elementary Teacher, 1.0 to .6  
**Paula Friend**, Elementary Teacher, 1.0 to .5  
**Jeanelle Horlacher**, Elementary Teacher, 1.0 to .5  
**Doreen Johnston**, Elementary Teacher, 1.0 to .5  
**Nancy Koegler**, Elementary Teacher, 1.0 to .5  
**Kathryn Kohler**, Elementary Teacher, 1.0 to .5  
**Marie Lemieux-McCluskey**, Elementary Teacher, 1.0 to .5  
**Janet MacLeod**, Secondary Teacher 1.0 to .66 (2/3 Sem. 1&2)  
**Patti McMaster**, Elementary Teacher, 1.0 to .5  
**Cathy Morningstar-Misiak**, Elementary Teacher, 1.0 to .5  
**Sharon Roth**, Secondary Teacher 1.0 to .66 (2/3 Sem. 1&2)  
**Cheryl Rowatt**, Secondary Teacher 1.0 to .66 (2/3 Sem. 1&2)  
**Janice Spring**, Elementary Teacher, 1.0 to .9  
**Christine Tate**, Elementary Teacher, 1.0 to .5  
**Suzanne Weatherdon**, Elementary Teacher, 1.0 to .5  
**Catherine Webster**, Elementary Teacher, .7 to .5

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

#### 5) Return from Leave of Absence

That the following staff be returned from Leaves of Absence, effective as shown:

**Susan D'Angelo**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
 June 1, 1998  
**Susan McKague**, Secondary Teacher, September 1, 1998  
**Barbara McVittie**, Elementary Teacher, September 1, 1998  
**Cathy Morningstar-Misiak**, Elementary Teacher, September 1, 1998 (.5)  
**Heather Rex**, Secondary Teacher, September 1, 1998  
**Sharon Roth**, Secondary Teacher, September 1, 1998 (.66) (2/3 Sem. 1& 2)

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

**D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective September 1, 1998, with salary according to the salary schedule:

**Ana Ajdinovic**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Dian Alexandre**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Tracey Angelini**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Theresa Anderson-Wong**, Elementary Teacher (.5)  
**Leanne Baldwin**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Gavin Barringer**, Elementary Teacher  
**Joel Bates**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Patricia Bell**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Todd Bell**, Elementary Teacher  
**Nancy Bettig**, Elementary Teacher  
**Tina Black**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Jane Black**, Elementary Teacher  
**Andrew Boldt**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Michael Bosse**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Sandra Bowman**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**James Bradley**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Christopher Brady**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Amanda Brawn**, Elementary Teacher  
**Nancy Brooks Bittle**, Elementary Teacher  
**Jacqueline Brown**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Cynthia Brown**, Elementary Teacher  
**Susan Bruce**, Elementary Teacher  
**Sarah Brunton**, Elementary Teacher  
**Tricia Buliung**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Tracey Burchell**, Elementary Teacher  
**Leona Byrne**, Elementary Teacher  
**Jamie Cain**, Elementary Teacher  
**Glynis Caldwell**, Elementary Teacher  
**Carolyn Campbell**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Ann Carey**, Elementary Teacher  
**Lisa Cassiani**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Michael Castellani**, Elementary Teacher R. A. Riddell  
**Stefanie Cecchini**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Viviana Celebre**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Naomi Chiarot**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Kevin Clark**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Mark Cole**, Elementary Teacher  
**Wendy Coleman**, Elementary Teacher  
**Alexander Colic**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Renee Crawford**, Elementary Teacher  
**Leslie Crompton**, Elementary Teacher (.5)  
**Hilary Cushnie**, Secondary Teacher (.5) (3/3 Sem. 1 Only)



**Robert Cutler**, Elementary Teacher  
**Deborah Deans**, Elementary Teacher (.8)  
**Donald DePasquale**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**John Detullio**, Elementary Teacher  
**Susan Devins-Lidgley**, Elementary Teacher  
**Karen Dick**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Maria DiFalco**, Elementary Teacher  
**Julie DiLiberto**, Elementary Teacher  
**Heather Donaldson**, Elementary Teacher  
**Duane Faris**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**John Farrell**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Christopher Fazzari**, Elementary Teacher (.5)  
**Jason Fletcher**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Kristen Gilbank- Savoie**, Elementary Teacher  
**Susan Gillies**, Elementary Teacher  
**Shawn Gordon**, Elementary Teacher  
**Deidre Graham**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Allan Grant**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Shelley Greenspoon**, Elementary Teacher  
**Colleen Gregg**, Elementary Teacher  
**Jaskaran Grewal**, Elementary Teacher  
**Beth Grosso**, Elementary Teacher (.5)  
**Marcia Hargot**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Anne Harrison**, Elementary Teacher (.9)  
**Logan Heath**, Elementary Teacher  
**Michelle Hesler**, Elementary Teacher (.5)  
**Steven Hilbert**, Elementary Teacher  
**Diane Hofer**, Elementary Teacher  
**Denise Hogg**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Kathy Horton**, Elementary Teacher  
**Irena Howard**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Leanne Huegel**, Elementary Teacher (.5)  
**Timothy Illman**, Elementary Teacher  
**Sandra Inglis**, Elementary Teacher  
**John Ioannou**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Jennifer Jacobs**, Elementary Teacher  
**Frances Jakopin**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Barbara Jalsevak**, Elementary Teacher  
**Sharon Jamieson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Leslie Jenkins**, Elementary Teacher  
**Brendan Johnson**, Elementary Teacher  
**Ingrid Jonasson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Eugene Kahgee**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Brooke Kauth**, Elementary Teacher  
**Lois Kohar**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Jonathan Kolari**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Victoria Labadia**, Elementary Teacher  
**Ginette Lalonde-Kontio**, Secondary Teacher (.16) (1/3 Sem. 1 Only)  
**Keara Lampman**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Bradley Langmead**, Secondary Teacher (.5) (3/3 Sem. 1 Only)

Kleoniki Lazaridis, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Nicole Lebon, Elementary Teacher  
 Patrick Lennon, Secondary Teacher (.33) (2/3 Sem. 1 Only)  
 Sandra Leonardis, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Margaret Linton, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Deborah Long, Elementary Teacher  
 Scott Macdonald, Elementary Teacher  
 Jennifer MacIntosh, Elementary Teacher  
 Wendy MacIntosh, Elementary Teacher  
 Peggy MacLeod, Elementary Teacher (.8)  
 Anthony Marco, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Peter Martindale, Elementary Teacher  
 Mary Elizabeth Matier, Elementary Teacher  
 Peter Matsell, Elementary Teacher  
 Lynda Maurice, Elementary Teacher  
 Sean McAvella, Elementary Teacher  
 Michael McClymont, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Meridith McCutcheon, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Mark McDougall, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Julie McElroy, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Jamie McLean, Elementary Teacher (.5)  
 Shawn McMahon, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Brian McPhee, Elementary Teacher  
 Leslie Memme, Elementary Teacher  
 Leanne Mete, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Nada Mojsilovich, Elementary Teacher  
 Paul Monaghan, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Michael Moore, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Concetta Morabito, Elementary Teacher  
 Fiorello Morganti, Elementary Teacher  
 Michael Murkovich, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Karen Napper, Elementary Teacher  
 Milan Narvancic, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Judith Ngan, Elementary Teacher  
 Janet O'Reilly, Elementary Teacher  
 Sean Paine, Elementary Teacher  
 Paula Penton, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Wade Perniak, Elementary Teacher  
 Paula Pirie, Elementary Teacher  
 Kelly Pomfret, Elementary Teacher  
 Stewart Porter, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Theresa Price, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Maurice Racine, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Stacey Rankin-Lowery, Elementary Teacher  
 Rihila Razvi, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Peter Reardon, Elementary Teacher  
 Melissa Richardson, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Gregory Rickwood, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
 Jennifer Robertson-Heath, Elementary Teacher  
 Mary Catherine Rolston, Elementary Teacher



**Jerry Romano**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Simone Rose**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Janet Ruckpaul Adler**, Elementary Teacher  
**Deborah Ruppenthal**, Elementary Teacher  
**Kirsty Russell**, Elementary Teacher  
**Jelena Sakic-Aleksandrov**, Elementary Teacher  
**Josie Sardo-Delle Monache**, Elementary Teacher  
**David Schroeder**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Sherry Semeniuk**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Patty Simeonidis**, Elementary Teacher  
**Nikola Simic**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Deanne Slattery**, Elementary Teacher  
**Sandra Smith**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Laura L. Smith**, Elementary Teacher  
**Laura M. Smith**, Elementary Teacher  
**Zorica Sotra**, Elementary Teacher  
**Karen Staples**, Elementary Teacher  
**Carolyn Stewart**, Elementary Teacher  
**Cheryl Stewart**, Elementary Teacher (.5)  
**Peter Stryjski**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Cheryl Swanson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Kelly Ann Sweeting**, Elementary Teacher  
**Elaine Tamblyn**, Elementary Teacher  
**Mary Themeles**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Terry Thompson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Ian Thomson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Anne Marie Tipping**, Elementary Teacher  
**Nick Trikoupis**, Elementary Teacher  
**Laurie Tyndall**, Elementary Teacher  
**Shirley-Ann Tysoski**, Elementary Teacher  
**Kimberlee Valade**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Thomas Vallesi**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Derek Walker**, Elementary Teacher  
**Lark Walker**, Elementary Teacher (.9)  
**Michael Walsh**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Mark Waserman**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Gary Watson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**David Weir**, Elementary Teacher  
**Linda West**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**John Whaling**, Elementary Teacher (.5)  
**Jane White**, Elementary Teacher  
**Miranda Winstanley**, Elementary Teacher  
**Beth Woof**, Secondary Teacher (.33) (2/3 Sem. 1 Only)  
**Sandra Xamin**, Secondary Teacher (.33) (2/3 Sem. 1 Only)  
**Marianne Yong-Macdonald**, Secondary Teacher (.33) (2/3 Sem. 1 Only)

2) **Permanent Staff**

That the following teachers be transferred to the Permanent Staff, effective

September 1, 1998, with salary according to the salary schedule:

Katherine Ammendolia, Secondary Teacher  
Sarah Attridge, Secondary Teacher  
Marco Barzetti, Secondary Teacher  
Tracy Belovari, Secondary Teacher  
Richard Bonafede, Secondary Teacher  
Dean Brunetti, Secondary Teacher  
Joanna Cascioli, Elementary Teacher  
Gregory Clark, Secondary Teacher  
Candace Cooke, Elementary Teacher  
Geoffrey Coombs, Secondary Teacher  
Gregory Corey, Secondary Teacher  
Sandra Cuiciani, Secondary Teacher  
Judith Dalche, Secondary Teacher  
Margaret Dehal-Ramson, Secondary Teacher  
Maureen Dwyer, Secondary Teacher  
Darlene Etherington-Pounder, Secondary Teacher  
Shelley Falla, Secondary Teacher  
Leanne Fraser, Secondary Teacher  
Kelly George Dalglish, Secondary Teacher  
William Gemmill Elementary Teacher  
Catherine Gris, Secondary Teacher  
Joseph Henderson, Secondary Teacher  
Sarah Hodgson, Secondary Teacher  
Laura Hrincu, Secondary Teacher  
Shari Imbrogno, Elementary Teacher  
Tina Kehl, Secondary Teacher  
Cynthia Knowles, Secondary Teacher  
Alfreda Ledonne, Elementary Teacher  
John Lewis, Secondary Teacher  
Ralph Martens, Secondary Teacher  
Emily McDonald, Elementary Teacher  
Diana Montecristo, Secondary Teacher  
Mark Oates, Secondary Teacher  
Christopher Page, Secondary Teacher  
Gregory Persichini, Secondary Teacher  
Adam Potvin, Secondary Teacher  
Peter Robertson, Secondary Teacher  
Patricia Rocco, Secondary Teacher  
Norman Ronalds Potts, Elementary Teacher  
Susan Scott, Secondary Teacher  
Stephen Sloan, Secondary Teacher  
Frank Strohschein, Secondary Teacher  
Carol Town, Secondary Teacher  
Lydia Vamos, Secondary Teacher  
Sara Waite, Secondary Teacher  
David Walters, Secondary Teacher  
Leanne Ward, Secondary Teacher  
Gregory Woodcroft, Secondary Teacher



Margarety Youmans, Secondary Teacher  
 Ouahida Zaimi, Secondary Teacher  
 Derek Zuccolo, Secondary Teacher

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

## E. OTHER MATTERS REQUIRING BOARD ATTENTION

### 1) Timetable Changes

That the timetable change of the following staff, effective September 1, 1998, be approved:

Rosemary Almas, Elementary Teacher, .8 to 1.0  
 Judith Ambrose, Elementary Teacher, .3 to .5  
 Ivan Amodeo, Elementary Teacher, .7 to 1.0  
 Karen Andreychuk, Elementary Teacher, .5 to .7  
 Susan Artt, Elementary Teacher, .8 to 1.0  
 Linda Bosela, Elementary Teacher, .7 to .8  
 Virginia Brisbin, Secondary Teacher .66 to 1.0  
 Anne Brown, Secondary Teacher .66 to 1.0  
 Donna Bujnowski, Secondary Teacher .83 to 1.0  
 David Cairns, Elementary Teacher, .5 to 1.0  
 Rhonda Chaimovitz, Elementary Teacher, .5 to 1.0  
 Lisa Clarke, Elementary Teacher, .8 to 1.0  
 Donna Fortman, Elementary Teacher, .5 to 1.0  
 Mary Frankum, Secondary Teacher .66 to 1.0  
 Tara Froats, Elementary Teacher, .7 to 1.0  
 William Gemmill, Elementary Teacher, .5 to .8  
 Elio Giordano, Elementary Teacher, .5 to 1.0  
 Lynn Krusto, Elementary Teacher, .5 to 1.0  
 Kevin McLean, Secondary Teacher .5 to 1.0  
 Lisa Muir, Elementary Teacher, .7 to 1.0  
 Cori Pillinini, Secondary Teacher .83 to 1.0  
 Christine Rees, Elementary Teacher, .8 to 1.0  
 Linda Schlindler, Elementary Teacher, .8 to 1.0  
 Linda Smith, Secondary Teacher .83 to 1.0  
 Brenda Southwood, Elementary Teacher, .5 to 1.0  
 Lorraine Stacey, Secondary Teacher .66 to 1.0  
 Sandra Stuart, Elementary Teacher, .5 to 1.0  
 Barbara Swan, Secondary Teacher .66 to 1.0  
 Shawna Valoppi, Elementary Teacher, .5 to 1.0  
 Josette VanRooyen, Elementary Teacher, .6 to 1.0  
 Darlene Wall, Secondary Teacher .83 to 1.0  
 Stephen Yull, Elementary Teacher, .5 to 1.0

There may be additional names submitted as a lay-down at the August 27, 1998 Meeting.

2) **Reciprocal Transfers**

(i) That **Valerie Shepherd**, Elementary Teacher, be transferred from the Elementary Panel to the Secondary Panel, effective September 1, 1998, with salary according to the salary Schedule.

(ii) That **Maria Perri**, Secondary Teacher, be transferred from the Secondary Panel to the Elementary Panel, effective September 1, 1998, with salary according to the salary Schedule.

3) **Positions of Responsibility Relinquishment**

That the request of the following staff to relinquish their position of Head of Department, effective as shown, be approved:

**Janis Leyzer**, Secondary Teacher (Girls' Physical and Health Education), September 1, 1998 to August 31, 1999

**Betty Lukey**, Secondary Teacher (Vocational), September 1, 1998

**Patricia Wheaton**, Secondary Teacher (Family Studies), September 1, 1998 to February 2, 1999

**Dorothy Willson**, Secondary Teacher (Family Studies), September 1, 1998



#4

# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

FAX: (905) 521-2531



## Memorandum

**To:** Education Committee  
**From:** Marguerite Botting, Superintendent of Instructional Services  
**Re:** Social Services Delivery Model  
**Date:** 1998 08 27

### Recommendation:

It was moved by \_\_\_\_\_ that the Social Services Delivery model be based on a differentiated allocation recognizing student, program and school need. This allocation is to be reviewed through system input on an annual basis.

### Rationale:

The "Special Education & Support Services Transition Committee" gave full approval to the recommendations from its Work Group who recognized the need to adjust the very distinct differences between the city and the county's Social Services delivery model. In the city, social workers supported only those schools identified as requiring compensatory education. In the county, social workers supported all schools at different levels of need.

Amalgamation of the two former boards promotes the sharing of resources, although the amount to be shared must be allocated with publicly supported rationale. Schools, which presently have a full-time social worker, understand the need to share; but will certainly be loath to lose the valuable support a social worker provides.

There are three options presented in Malcolm Powell's memorandum. The Transition Committee recommended Option 1 as this delivery model provides support to 35,000 students in 75 schools, which presently have no support. Option 2 will provide a similar support level to our compensatory education schools; but it does require hiring more staff. Option 3 would maintain the status quo and has been in place for six months – it is inequitable.

The decision as to when implementation should begin is critical. The student-social worker relationship must be continuous if it is to build trust and be effective; therefore, any break in the delivery model negates some of the trust building. Even so, the social workers and their supervisor are motivated and committed to work as a team to meet the needs of students through whatever delivery model is determined.





THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
PROGRAM SERVICES SUPPORT STAFF



PROGRAM SERVICES CENTRE  
10 McMASTER AVENUE  
Dundas, Ontario  
L9H 4M5

PHONE: (905) 628-4194  
FAX: (905) 628-1233

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MEMORANDUM

**TO:** Marguerite Botting  
Superintendent of Instructional Services

**FROM:** Malcolm Powell,  
Supervisor, Social Work Department

**DATE:** July 2, 1998

**RE:** Delivery of Social Work Services

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**ISSUE:** How to provide social work services in the new Hamilton-Wentworth District School Board.

**BACKGROUND:** The County provides social work services to all of its schools for students who are experiencing social, emotional, behavioral or attendance problems which are interfering with their schooling and education. Each social worker is assigned a group of schools (generally cluster based) and is responsible for providing service to those schools. In brief, this service may include consultation (staff and parents), group work, individual work and community agency referral and liaison. In addition, social work support is provided to three alter-ed programs each receiving the equivalent of one (1) day of service. The social workers incorporate legally mandated services of attendance and SALEP into their practice. There are the equivalent of 7.5 social workers serving a student population of 18,316 students or a ratio of 1 to 2442.

The City has one (1) social worker who deals with attendance only referrals from all schools except the 'residential social work schools', one (1) social worker who does SALEP, one (1) social worker who works with a teacher and educational assistant on the Behaviour Resource Team and one and a half (1.5) social workers who work in three alter-ed programs. The remaining ten (10) FTE social work positions service 14 compensatory education schools (6 schools have full-time social work and 8 schools have half-time social work providing a broad range of social work services). This model derives from a time when the Hamilton Board had Adjustment Counsellors who provided system wide services and many of the 'compensatory' schools were allocated social work support to meet the "higher" needs of their students. These were called "residential schools" and the workers called "residential social workers". Over time

the adjustment counsellors were phased out leaving only high needs attendance, SALEP and Behaviour Resource as system-wide services , ( 3 social workers serving over 75 schools and 35,000 students system-wide for attendance, SALEP, Behaviour Resource), 1.5 (FTE) serving approximately 120 students in alter-ed). The 10 FTE residential social workers continued in the compensatory schools servicing 5250 students in only 14 schools. Over the past few years there have been discussions in the Hamilton Board about providing social work services to all schools. The current ratio in the City is one (1) social worker to 2800 students.

In 1997 the Ministry of Education and Training announced that The Wentworth County Board of Education and the Board of Education for the City of Hamilton would be amalgamated. In the fall of 1997 the Local Education Improvement Commission recommended that for September, 1998 "there be one social work delivery model where social workers are allocated on a system basis using student needs and population as criteria and allowing schools with particularly high needs to have priority". In June 1998 the Transitions Committee for Special Education and Student Support Services accepted the recommendation of the working group that "there will be one social work delivery model where qualified social workers are allocated on a system basis. All students will have access to social work services. Social Workers will develop the specific assignments..... based on student needs..... with consideration given to both student factors and case management issues when developing assignments".

The combined social work group met five times in May and June 1998 to develop a possible model and tentative assignments in anticipation of the 1998/99 school year. ( See Option 1). The work was based on the belief that any new model would have to be evaluated and fine-tuned over each of the next two years. It was also developed to allow for special assignments and to provide each worker with high, medium, and low needs schools as well as a city/county mix to provide system-wide understanding.

However, recommendations of the LEIC and Transitions Group have not been universally embraced. Some of the "residential/compensatory" school principals, social workers and parents are concerned about a reduction in service in their schools.

The School Social Work Committee of the Ontario Association of Social Workers states ..."that a large number of non-academic factors can enhance or detract from a child's learning ability. School social workers are employed by Boards of Education to assist children, families, schools, and communities so that students make the most of their educational opportunities." Student needs for social work services exist in all schools despite any ranking that a particular school may be given as a high, medium or low needs school. The difference is that a "high" needs school is likely to have a higher number of high needs students.

The decision that will have to be made is that of which model would best serve the system and needs of students and their teachers. The following are three options:

**OPTION 1: System-wide Social Work Services (existing complement)**

- 1 Social Worker - Supervisor
- 1 Social Worker - SALEP
- 1 Social Worker - B.R.T.
- 1.5 Social Workers - Alter-ed
- 17.5 Social Workers - Assigned to groups of schools

Total = 22

The school groups would contain a diversity of high, medium and low needs schools as well as a geographical mix. The number of schools would range from 6 to 9 and the student population would range from 2900 to 3900 students.

PROS: - greater access to social work services; improved service to 75 schools and 35,000 students

- all HWDSB schools would have access to service
- service can be differentiated by needs and demands
- greater equity
- support by principals, social workers and parent
- will focus on tasks and roles that should be done by social workers
- fits the per pupil funding model in the Foundation Grants

CONS: - reduced access by former "residential/comp. ed" schools and reduced alter-ed social work service

- resistance by some principals, social workers and parents
- may not be able to meet the needs of the 'higher' needs schools
- some tasks currently done by some 'residential social workers' may need to be done by others



**OPTION 2: System-wide social work services and compensatory education Social Work Services ( expanded number of Social Workers)**

1 Social Work	- Supervisor
1 Social Worker	- SALEP
1 Social Worker	- B.R.T.
1.5 Social Worker	- Alter-ed
15 Social Workers	- Assigned Groups of schools
12 Social Workers	- High Needs/ Comp. Ed Schools*

Total = 31.5

Each assigned group of schools would have a mix of medium and low needs schools but would be geographically clustered. Each social worker would have 6 or 7 schools with an approximate population of 3,000 - 3,200 students.

In addition, 24 high needs schools would be identified in the system with each school receiving on average, up to .5 social work service. These school would include the present 'residential' schools plus 10 other identified high needs or comp. ed schools.

PROS:

- would provide for needs of 'higher needs' schools
- would provide service to all HWDSB schools
- would be supported by most of system
- would provide for equity of service and student needs
- the ratio of Social Worker to students would be 1 to 1900 and thus closer to the OASW recommended ratio of 1 to 1200 students and better than the current ratio of 1 to 2700 students

CONS:

- greater cost to Board for the hiring of 9.5 additional social workers
- 6 of the "residential/comp.ed" schools who currently have a full-time social worker would be reduced to approximately half-time and may be concerned about the reduced service

\*Note If the number of current 'residential social work/comp.ed schools' was kept at present numbers the number of additional Social Workers could be reduced slightly; however, this would mean increased workload and numbers for the system social workers and schools such as Ballard, Memorial, Hess, Cardinal Heights, Lake, Ridell etc would not be recognized for their "higher" needs. This would probably require 6 or 7 new social workers.

**OPTION 3:****Status Quo**

1 Social Work	- Supervisor
1 Social Worker	- SALEP
1 Social Worker	- B.R.T.
1 Social Worker	- Attendance ( City Non-residential schools)
2.2 Social Workers	- Alter-ed (system-wide)
10 Social Workers	- Residential/Comp.Ed
5.8 Social Workers	- to County Schools

Total = 22

PRO: - SALEP, BRT and the current residential/comp.ed schools and the former county schools will have good access to social work services and the schools receiving this service will be satisfied.

CONS:

- the attendance function cannot be meaningfully undertaken by one social worker in the city.
- 75 schools with a population of 35,000 students will not have access to social work services.
- the needs of other high needs schools will not be met
- most principals and parents will be dissatisfied
- does not provide for fairness or equity
- does not meet the perceived intent of per-pupil cost of foundation grants

**Action Required:** *As a result of Amalgamation, LEIC and Transitions it is recommended that the Board make a policy decision on the level of Social Work services as outlined in either Option 1 or 2 by September 1, 1998.*





4-6  
TENTATIVE SOCIAL WORK ASSIGNMENTS

June 22, 1998

#1 Tim Kaye

SALEP

#2 Vince Martorelli

BEHAVIOUR RESOURCE TEAM

DRAFT

#3 Diane Sayers

ALTERNATIVE EDUCATION

Lawrence .4

Aces .3

Super .2

June 23, 1998

4-7

#4 Julie Morgan

Scott Park	760	9-OAC	
Prince of Wales	684	J-8	H
R.A. Riddell	591	J-8	M/H
James McDonald	253	J-5	L
Sherwood Heights	340	J-5	L
Lincoln Alexander	336	J-5	L
Mount Hope/	372	K-8	M
Bellstone	167	K-6	L
1 SEC + 7E	T = 3503		

#5 Eileen O'Shea

Orchard Park	1079	9-OAC	
Sir Winston Churchill	867	9-OAC	
Lake Avenue	723	J-8	H
Hillsdale	262	J-5	H
Green Acres/	283	K-8	L/M
R.L. Hyslop	236	K-6	L
Eastdale	254	K-8	L
2 SEC + 5E	T = 3704		

#6a Michelle Bates

Ancaster High	1340	9-OAC	
G.E.T. AE			
Queen's Rangers	210	K-6	L
CHAMPS AE			
1 SEC + 1E + 2AE	T = 1548		

DRAFT

#6b To Be Hired

Sir John A. MacDonald	1280	9-OAC	
Roxborough Park	392	J-5	H
one more assigned school	?		
1 SEC + ?	T = 1672 +		

#7 Monica Vincencio

Phoenix .3			
Tweedsmuir	394	6-8	H
Queen Victoria	254	J-5	H
Prince Phillip	277	J-5	L
Peace Memorial	310	J-5	L
Eastmount Park	274	J-5	L
Dundas District	579	6-8	M
1 AE + 6E	T = 2008		

June 23, 1998

4-8

#8 Vicki Earle

Saltfleet	1205	9-OAC-VOC	
Mount Albion	447	K-8	L/M
C.B. Stirling	526	J-8	M/H
Richard Beasley	334	J-5	L
Lisgar	284	J-5	M
Helen Detwiler	576	J-5	M/H
Ryckman's Corners	160	J-5	L
Franklin Road	363	J-5	M
1 SEC + 7E	T = 3895		

#9 Susan Radford

Dr. Davey	339	J-5	H
Lloyd George/	196	J-5	H
Fairfield	252	J-5	M
Memorial (Hamilton)	705	K-8	H
Balaclava	505	K-8	L
Flamborough Centre	453	K-8	L
Guy Brown	452	K-6	L
6 E	T = 2902		

#10 Elaine Colgan

Westdale	1351	9-OAC	
Hess/	367	J-6	H
Central	157	J-5	M
Dalewood	424	6-8	M
Ryerson	365	6-8	M
Ancaster Senior	509	7/8	H/M
Fessenden	353	K-6	L
Glenwood	49	DD	L
1 SEC + 7E	T = 3575		

#11 Anja Mennaman

Centennial	531	J-5	H
Armstrong	679	J-8	M
Norwood Park	573	K-8	L
Allenby/	134	J-5	L
Earl Kitchener	430	J-5	L
Strathcona/	171	J-6	H
George R. Allen	421	J-5	L
Pleasant Valley/	217	K-6	L
Dundana	284	K-6	L
9E	T = 3240		

DRAFT



4-9

#12 Trish Muldowney-Brooks

Glendale	1111	9-OAC	
Queen Mary	655	J-8	H
Glenbrae	320	6-8	M
Glen Echo	254	J-5	L
Sir Isaac Brock	265	J-5	M
Collegiate	320	K-8	L
Winona	395	K-8	L/M
1 SEC + 6E	T = 3330		

#13 Josie Falletta

King George	262	J-6	H
Rosedale	237	J-5	L/M
Parkdale	274	J-5	L/M
Woodward	289	J-5	L
Thornbrae	376	J-5	L
Vern Ames	335	J-5	L
Huntington Park	395	J-5	L
Janet Lee	462	K-8	L/M
Billy Green	377	K-8	L/M
9E	T = 3007		

#14 Gail Glenn-Burke

Sir Allan McNab	998	9-OAC	
Gordon Price	340	J-5	L
Sanford	415	J-5	H
W.H. Ballard	768	J-8	H
Greensville/	233	K-5	L
Spencer Valley	260	6-8	L
Millgrove	251	K-5	L
1 SEC + 6E	T = 3265		

#15 Maxine Lane

Robert Land	241	J-5	H
Sir Wilfred Laurier	589	J-5	M
Ridgemount	295	J-5	M
Pauline Johnson	389	J-5	L
Burkholder	373	6-8	M
Tapleystown	373	K-8	L/M
Bellmoore/	300	K-8	L
Parkwood	137	K-5	L
8E	T = 2697		

DRAFT

June 23, 1998

4/-10

#16 Jan Wynne

Westmount	1145	9-OAC	
Westwood	360	J-5	M
Westview	426	6-8	M
Gibson	258	J-5	H
Stinson	319	J-5	H
C.H. Bray	290	K-6	L
Grange	391	K-6	L
Rousseau	373	K-6	L
1 SEC + 7E	T = 3562		

#17 Randy Shiga

Hillpark	1174	9-OAC	
Waterdown	971	9-OAC	
TRY - AE			
Mary Hopkins	468	K-6	L
Cardinal Heights	502	6-8	M/H
Queensdale/	249	J-5	L
Linden Park	228	J-5	L
2 S + 1 AE + 4E	T = 3592		

#18 Steve McCann

Parkview	427	VOC	
Delta	935	9-OAC/V	
Parkside	808	9-OAC	
Central Park	258	K-5	L
Cunningham	274	J-5	L
Adelaide Hoodless	555	J-8	M/H
Hillcrest	347	6-8	H
3 SEC + 4E	T = 3704		

DRAFT

#19 Lesley Cunningham

Mountain	341	VOC	
Barton	1181	9-OAC	
Sherwood	1174	9-OAC	
Highview	387	6-8	M
Dr. Seaton/	320	3-8	L
Sheffield	68	K-2	L
Beverly Central/	170	K-5	L
Lynden	98	K-5	L
3 SEC + 5E	T = 3739		

June 23, 1998

4-11

#20 Margaret Tombolini

Viscount Montgomery	446	J-8	M
Elizabeth Bagshaw	292	6-8	H
Red Hill	228	J-5	M
Hampton Heights	358	6-8	M
Lawfield	415	6-8	H
Fernwood Park	292	6-8	L
Mountain View	352	K-8	M
Memorial (Stoney Creek)	262	K-8	L
9E	T = 2604		

#21 Heather Gregerson

Highland	781	9-OAC/V	
Yorkview	294	K-5	L
Dundas Central	202	K-6	M
Bennetto	293	6-8	H
Buchanan Park	274	J-5	L
Chedoke	455	6-8	M/H
Holbrook	236	6-8	L
Seneca	237	J-5	M
Mountview	282	J-5	L
1 SEC + 8E	T = 3054		

DRAFT

#22 SUPERVISOR



Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES**

Work Group Recommendations

**“SOCIAL SERVICES”**

The Transition Committee gave majority approval to the organizer. Through discussion the committee identified some areas to note.

OUTSTANDING ISSUES:

1. Strategies for sustaining the level of services available to students in high need schools should be explored.
2. It is important to recognize the statistics regarding the recommended ratio for a social worker and his or her caseload of students.
3. Discussions regarding “change” in work conditions and job descriptions should be addressed with the bargaining unit and Board personnel.
4. Support services believe that all professionals should be working with students in a collaborative model. On-going communication and planning will benefit all students.

It is important that the Hamilton Wentworth District School Board recognizes its role as a “Magnet” Community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential.



# ORGANIZER

*Student Support Services:*

*Chair:*

*Katherine Yantzi*

*Social Work Services:*

*Members:*

*Elaine Colgan, Leslie Cunningham, Cheryl Hanrahan, Stephanie Husband, Wanda Lane, Tanya MacFarlane, Anja Mennaman, Malcolm Powell, Monica Vicencio, Jan Wynne,*

## PHILOSOPHY

### **Vision: - Strategic Direction - Why?**

A large number of non-academic factors can enhance or detract from a student's learning ability. These factors include social, emotional, behavioral and situational events which not only affect the educational outcome of these students' learning but may also disrupt the learning of others in the school system.

Social workers are professionally trained to offer a broad range of services to students experiencing these difficulties including consultation, individual group and family counselling, assessment, advocacy, agency liaison and referral, staff development, policy development, prevention programming and community development. Compulsory school attendance and SALEP are functions outlined in the Education Act that social workers have performed and for which they are trained.

The students who are most disruptive/at-risk are least likely to access community resources or when they do they continue to require extensive support in the school. The services to these children are best provided within the school setting. Services provided by school social workers increase the likelihood that these students will meet educational outcomes. (See Appendix A)

School social work services are/will be provided in partnership with students, parents, principals, teaching staff and other support services (such as speech, psychology, consultants) in order to provide the most effective and efficient support to students in the school setting.

Social workers/attendance counsellors are recognized as a cost of providing an educational program for students within the foundation grant and may be considered a part of specialized grants for even higher needs students.

## STRUCTURE

### **Operational Components, What?**

Based upon student need, time availability, priorities and community resources the following can be provided:

- assessment/consultation
- individual counselling for social, emotional, behavioral or attendance issues
- group counselling (e.g. separation and divorce, anger management, parenting)
- family consultation and referral to community agencies
- short term family counselling
- advocacy
- agency liaison
- policy development
- community development
- prevention programs (e.g. social skills, violence prevention, mentoring)
- case management of SALEP
- crisis support
- support to alter ed

### **Current Social Work/Student Ratio:**

City 1 Social Worker to 2818 students  
County 1 Social Worker to 2442 students

### **New Amalgamated Board Ratio:**

1 Social Worker to 2690 students

### **OASW School Social Work Committee**

**Recommended Social Worker/Student**

**Ratio: 1 Social Worker to 1200 students**

## HOW?

### **Staffing, Supervision, Delivery of Services, Who?**

There will be one social work delivery model where qualified social workers are allocated on a system basis (ie. Group of schools or differentiated assignment). All students will have access to social work services.

Social workers will develop the specific assignments subject to approval by the supervisor and the superintendent, based on student need. In order to provide equitable service consideration will be given to both student factors and case management issues when developing assignments. Student factors would include: school profile, student needs, socio-economic levels, agency involvement, agency availability, crime rates, suspension rate, single parent families, poverty, child welfare issues, exceptional students, special classes, et cetera. Case management issues would include geographic area, number of schools, school population, special program assignments and community and school resources.

Assignments will be developed by June 15, 1998. Schools will be notified by September 7, 1998. Inservices will be provided to principals and school staff by the supervisor and social workers by the end of September 1998.

Consultation will be provided without a formal referral; however direct ongoing contact with a student will require a formal referral and appropriate permission. (Note: the Canadian (CASW) and Ontario (OASW)(CSW) standards will guide practice). Exceptions would include attendance and crisis situations.

Staffing: (Based on current number of staff)

Social Workers 21

Social Work Supervisor 1

Child and Youth Worker 1

(Note: outstanding issue of Child and Youth Worker contract and 2 Child and Youth Workers in County Voc Ed programs)

Consulting P/T Psychiatrist

**Services:** In the past city and county social workers have provided services to 10-15% of the student population of the two boards.

## COST - RESOURCES NEEDED

- ▷ Social Workers' salaries, benefits and mileage
- ▷ Consulting Psychiatrist fees
- ▷ Child and Youth Worker(s) costs
- ▷ Adequate administrative/clerical support staff costs
- ▷ Central office accommodation and technological support (input to be provided by social workers regarding specific needs)
- ▷ Department budget

## IMPLEMENTATION

### **When? Timelines?**

- ▷ assignments to be determined by June 15, 1998
- ▷ model implementation to occur in September 1998
- ▷ model to be evaluated by social workers and principals (input from parents, staff etc) by May 15, 1999
- ▷ appropriate adjustments to be made for Sept. 1, 1999





4-14

## APPENDIX A

### A SUMMARY OF RESEARCH RE: RISK FACTORS

*\*Increasing and escalating needs of today's students and their families require more knowledge and skill than any one profession can provide. It is internationally recognized amongst those concerned with education success that social work has a vital role to perform within schools, if we are to achieve equality of educational opportunity for all. The profession of social work is one profession which has come to play an indispensable role in the early identification of at-risk students and subsequent delivery of services to these students and families.*

*\*Today's students are faced with increasing social, emotional, economic and family problems such as child abuse, violence in the home, poverty, alcoholism and drug abuse, single-parent families, and youth crime to mention just a few - problems which have a profound impact on students and their families; problems which prevent students from learning and experiencing success in school; problems which sometimes force students to drop out of school prematurely, leaving them completely unprepared to meet the increasing challenges of today's work world.*

*\*Research shows that if a child is exposed to two risk factors he or she is not twice as likely to develop an unwelcome outcome, but four times as likely. By the time the child is exposed to four or more risk factors, he or she is 10 times as likely to develop the unwelcome outcome (i.e. juvenile delinquency, early school dropout).*

*\*Perhaps no single factor is more correlated with unwelcome outcomes than chronic poverty. Poor children are significantly more at risk for: chronic health problems, infant mortality, being abused, being more aggressive, emotional and psychological problems, behavioral problems, poor school performance etc..*

*\*In terms of risk relative to average family income, the city of Hamilton is noticeably below the Canadian average and significantly below the provincial average and is therefore the area of highest risk for unwelcome outcomes.*

*\*In 1995, approximately 5% (more than 20,000 people) of the Hamilton-Wentworth population relied on General Welfare and another 9.9% relied on Family Benefits for a total of 14.9% of the population on some form of Social Assistance. The total Social Assistance rate for Ontario in 1995 was approximately 11.9%, again indicating that Hamilton is at higher than average risk for unwelcome outcomes associated with low income.*

*\*35% of all single parent families in Canada live in Ontario and this percentage has increased by 17.9% between 1986 and 1991. Poverty levels are rising amongst young and single-parent families, the greatest concentration of which locally are in the City of Hamilton area. Children living in single-parent families are at higher risk for unwelcome outcomes than children from two-parent families. In total, some 41% of children from female-headed single-parent families had one or several emotional, behavioral or school problems - compared to approximately 24% from two-parent families.*

*\*There is a progression of risk for poverty through the various family composition: 13% of children that belong to couple families are poor; 38 % of children that live with a single father are poor; 81% of children that live with a single mother are poor and 89% of children that belong to families where the mother has never married are poor.*

*\*Families of children with more severe problems, economically disadvantaged families, and families from different cultural backgrounds are two or three times more likely to use services available in neighbourhood schools. Parents strongly prefer that services be available at neighbourhood schools.*

\*Most high risk children do not have access to professional assistance. When services are available, logistical difficulties such as transportation, child care, and the unfamiliarity of professional settings prevent most families from using service. School based programs delivered by social workers yield better outcomes than clinic based alternatives. Schools provide a universal point of service delivery which ensures equitable access.

\*One of the most important risk factors for unwelcome outcomes in children is the presence of domestic violence in the home. There has been an 82% increase in domestic violence occurrences in Hamilton-Wentworth between 1986 and 1996.

\*Another significant risk factor in family life is the prevalence of child abuse (physical, emotional, sexual abuse and neglect). Abuse is highly correlated with several predisposing factors: poverty, unemployment, single-parent families on social assistance and parents with less than a Grade 9 education.

\*The Addiction Research Foundation indicates that Hamilton-Wentworth has significantly higher rates of substance abuse than the rest of the province. This is supported by the Ministry of Health who calculated the provincial rate of dependence abuse of alcohol and other substances to be 12.1%, while Hamilton-Wentworth's rate is 14.9%.

\*The proportion of violent crime has not decreased at the same rate as crime overall. Particularly amongst youth, violent crime has increased. The profile of young offenders is rich in risk factors. These include early histories of problematic behavior; antisocial attitudes; exposure to violent models such as domestic violence; involvement in early use of alcohol, drugs and illegal substances; child abuse; and poverty. The deeper the level of poverty, the higher the incidence of violence among children. 14% of the poorest boys were violent, compared to 5% of boys who live in the wealthiest areas. Each year, almost 1 in every 10 young persons come into contact with the police. While youth account for approximately 15% of the adult population, they commit 22% of the crime.

#### SOURCES:

Risk and Capacity Profile of Hamilton-Wentworth, prepared by Terrance Henry, October, 1997.

Ontario Child Health Study, by Dr. Dan Offord, 1987.

For Kid's Sake, Ontario Association of Social Workers, School Social Work Committee, March 1996.

Cunningham, Bremner and Boyle, 1995; Prinz and Miller, 1994; Kazdin et al 1997



WORK GROUP REPORTING FORM  
Special Education Plans: Regulation 306)

October 13, 1997

Program/Services: Social Work Services	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<p><b>Program A:</b></p> <ul style="list-style-type: none"> <li>There are two different models of service delivery (i.e. clusters of schools vs individual school assignments)</li> </ul>	<p>Jan.-June '98</p> <p>Complete by Sept. '98</p> <p>Complete by Sept. '98</p>	<ul style="list-style-type: none"> <li>For the remainder of the 1997-98 school year, that the existing practices and activities in both Boards be maintained.</li> <li>That there be one social work delivery model, where social workers are allocated on a system basis (i.e. cluster/family of schools), using student needs and population as criteria, and allowing schools with particularly high needs to have priority. (Refer to Personnel Committee) and</li> <li>That social work services continue to include staffing for -Behaviour Resource Team</li> <li>-Supervised Alternative Learning for Excused Pupils Centre</li> <li>-behavioural, social and emotional counselling for individual students and groups</li> <li>-consultation to school staff</li> <li>-referrals to a consulting Psychiatrist, as required</li> <li>-supervision of child and youth care workers, as required</li> <li>-support to Alternative Education Programs</li> </ul>	<ul style="list-style-type: none"> <li>Best practice</li> <li>The Hamilton Board model of allocating social workers to individual schools was originally formulated with the intent of expansion to more schools, but budgetary considerations have not allowed this to happen. Therefore, only some schools designated as compensatory education schools receive social work services. A recent survey by Community &amp; Social Services indicates changing demographics, particularly on the East Mountain, where there are currently no social work supports. The proposed model would address the need for equity for all students within existing resources, and allow social workers to use their professional training (e.g. 4-6 yrs post-secondary education) to best meet the socio-emotional needs of students.</li> <li>A flexible, differentiated model of delivery is required to support specific and changing system needs.</li> <li>See recommendations in Compensatory Education Action Team Report (HBE-1992)</li> </ul>
<p><b>Program B:</b></p> <ul style="list-style-type: none"> <li>Social Workers currently provide two mandated programs/services (i.e. attendance and Supervised Alternative Learning for Excused Pupils (SALEP))</li> </ul>	<p>Jan. '98</p> <p>Jan. '98</p>	<ul style="list-style-type: none"> <li>That Social Work Services continue to provide attendance services.</li> <li>That Social Work Services continue to be part of the SALEP program.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance services and SALEP are mandated by the Ministry of Education and Training</li> <li>Social Workers have the appropriate qualifications and expertise to provide these services.</li> </ul>
<p><b>Plant:</b></p> <ul style="list-style-type: none"> <li>Two social work departments are housed in two locations.</li> </ul>	<p>Jan - June '98</p> <p>Complete by Sept. '98</p>	<p>i) That each department maintain its own location during the transition period (Jan. - June '98)</p> <p>ii) That this issue be referred to the Plant Department, Social Work Services, and appropriate supervisory officers.</p> <p>iii) That the Social Work Services staff for the District Board be housed at one central location as of Sept. '98.</p> <p>iv) That all program support staff (e.g. Psych. Serv., Social Work, Speech &amp; Lang., Spec. Ed.) be housed in one central location.</p>	<ul style="list-style-type: none"> <li>to promote consistency of existing service delivery</li> <li>practicality</li> <li>efficiency</li> <li>to facilitate communication</li> </ul>
<p><b>Personnel:</b></p> <ul style="list-style-type: none"> <li>Supervision/co-ordination of Social Work Services in the District Board</li> <li>Current status: There is a supervisor in the Wentworth Board. The supervisor position approved by the Hamilton Board has not been filled.</li> </ul>	<p>Complete by Sept., '96</p> <p>Jan. '98</p>	<ul style="list-style-type: none"> <li>That the District Board appoint one Social Worker as Supervisor by Sept. '98</li> <li>Refer to Personnel by Jan. '98</li> </ul>	<ul style="list-style-type: none"> <li>One supervisor is required to co-ordinate the transition period of amalgamation</li> <li>Professional accountability</li> <li>Liability</li> <li>Reflects the needs of students by providing professional supervision and consultation</li> </ul>

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4-17

Program/ Services: Social Work - Page 2

Personnel:

• Personnel in the Hamilton Board are unionized. Personnel in the Wentworth Board are not unionized.

Complete by  
Sept. '98

- 1) That the Personnel Committee be alerted to the differences in contracts and
- 2) That contractual issues be dealt with by the Board.

- system consistency
- legal implications

ADDITIONAL  
INFORMATION FOR  
THIS EVENING'S  
SPECIAL MEETING OF THE  
EDUCATION COMMITTEE

ORANGE MUNICIPAL

SEP 1 1998

GOVERNMENT DOCUMENTS

Public Agenda

#3 - Pages 3-17 to 3-22

Please add this information to your agenda package.

*SPECIAL EDUCATION MEETING*





**SECTION I****K. Kroxall, Superintendent of Schools****C. LEAVE OF ABSENCE****a) General Leave**

**Melissa Fiesser, Elementary Teacher, September 21, 1998 to January 4, 1999**

**D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff****Deletions**

**Robert Bell, Collegiate Avenue  
Suzan Brown, Memorial**

**SECTION II****K. Bain, Superintendent of Schools****D. PROBATIONARY AND PERMANENT CONTRACTS****2) Probationary Staff****Deletions**

**Klaas Walma, Ancaster Senior  
Lori Royle, Ancaster Senior**

**SECTION V****M. Botting, Superintendent of Instructional Services****A. APPOINTMENTS AND TRANSFERS****1) Promotions and Appointments**

**Shirley Swannack, Consultant, ESL/NSL & Antiracism**

**SECTION VI****D. Russon, Manager, Human Resources****A. APPOINTMENTS AND TRANSFERS****2) Promotions and Appointments****(i)****Katharine Hibbins**, Special Assignment, Teacher Advisor System – Secondary Reform**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1) Resignations****(ii)****Judith Dalmer**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998**2) Retirements****(ii)** That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:**Malcolm MacLeod**, Elementary Teacher, August 20, 1998**Carol Renn**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998**Joan Stewart**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998**C. LEAVES OF ABSENCE****1) General Leaves****Stacey Avery-Raposo**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998 to December 25, 1998**Karen Benevides**, Elementary School Secretary (Clerical & Technical Staff), July 27, 1998 to  
August 28, 1998**Rudolf Brejak**, Elementary Teacher, September 1, 1998 to December 31, 1998**Christine Filip**, Elementary Teacher, September 8, 1998 to March 19, 1999**Diane Kunz**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
September 1, 1998 to December 31, 1998**Wilma MacNeil**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
September 1, 1998 to June 30, 1999**2) Leave Extensions**



**Agnese Bonin Labrecque**, Secondary Teacher, 1998 09 01 (.66) (2/3 Sem. 1 & 2))  
**Ray Knarr**, Elementary Teacher, September 1, 1998  
**Katacha Kun**, Elementary Teacher, 1998 09 01  
**Dale Obermeyer**, Elementary Teacher, September 1, 1998  
**Mary Rishaur**, Elementary Teacher, September 1, 1998 (.5)  
**Cheryl Weston-Shepherd**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
 September 1, 1998 to June 30, 1999  
**Janet Wolfe**, Elementary Teacher, September 1, 1998 to August 31, 1998  
**Fern Zimmerman**, Elementary Teacher, September 1, 1998 to August 31, 1999

### 3) Four Over Five

(iii) That the Leave of Absence under the Salary Holdback Plan (Four over Five) for  
**Karen Tsuji**, Secondary Teacher, be amended to February 1, 1999 to January 31, 2000.

### 4) Reduced Workload Leaves

(i)

**Marianne Bailey**, Elementary Teacher, 1.0 to .7  
**Laura Dowling**, Elementary Teacher 1.0 to .7  
**Cherilyn Salciccioli**, Elementary Teacher, 1.0 to .5

(ii) That requests of the following teachers for an extension of their Reduced Workload Leaves of  
 Absence, effective September 1, 1998 to August 31, 1999, be granted:

**Alayne Allan**, Elementary Teacher, 1.0 to .5  
**Linda Arndt**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Josephine Bergeron Scibetta**, Elementary Teacher, 1.0 to .5  
**Tammy Biggs**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Louise Booth**, Elementary Teacher, 1.0 to .5  
**Julie Capretta**, Elementary Teacher, 1.0 to .5  
**Linda Chenoweth**, Elementary Teacher, 1.0 to .5  
**Leslie Chiasson**, Elementary Teacher, 1.0 to .5  
**Trevor Chiasson**, Elementary Teacher, 1.0 to .5  
**Rita Corsini**, Elementary Teacher, .7 to .5  
**Susanna Costa-Popivich**, Elementary Teacher, 1.0 to .5  
**Jane Craibbe**, Elementary Teacher, 1.0 to .8  
**Brenda Dagg**, Elementary Teacher, 1.0 to .5  
**Caryl Durst**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Donna Evans**, Elementary Teacher, 1.0 to .8  
**Jane Fletcher**, Elementary Teacher, 1.0 to .5  
**Paula Gallant**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Anna Gusenbauer**, Elementary Teacher, 1.0 to .5  
**Sylvia Holinaty**, Secondary Teacher, 1.0 to .5 (3/3 Sem. 1 only) [Job Share with W. Holinaty]  
**William Holinaty**, Secondary Teacher, 1.0 to .5 (3/3 Sem. 2 only) [Job Share with W. Holinaty]  
**Arde Hollingsworth**, Elementary Teacher, 1.0 to .5  
**Nancy Holmes**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Kathleen Johnson**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Sandra Levy**, Elementary Teacher, .7 to .5  
**Heather Lewis**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)

**Melinda Lula**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Patricia Loney**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Barbara Makins**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Elisena Mycroft**, Elementary Teacher, 1.0 to .5  
**Pamela Peterson**, Elementary Teacher, 1.0 to .7  
**Lisa Reynolds**, Elementary Teacher, 1.0 to .5  
**Heidemarie Rinas**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Barbara Russell-Morse**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Adele Schiedel**, Secondary Teacher, 1.0 to .83 (3/3 Sem. 1, 2/3 Sem. 2)  
**Linda Schultz**, Elementary Teacher, 1.0 to .5  
**Anne-Marie Scoular-Sacchetti**, Elementary Teacher, 1.0 to .5  
**Susan Shaker**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Anne Simpson**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Marjorie Steele**, Elementary Teacher, 1.0 to .5  
**Madeleine Tanglao-Dwyer**, Elementary Teacher, 1.0 to .5  
**Christine Tartaglia**, Elementary Teacher, 1.0 to .5  
**Judith Taylor**, Elementary Teacher, 1.0 to .9  
**Barbara Thoman**, Elementary Teacher, .7 to .5  
**Carrie Tyrosvoutis**, Elementary Teacher, 1.0 to .5  
**Victoria Weekes**, Secondary Teacher, 1.0 to .5 (3/3 Sem. 1 Only)  
**Evelyn Wilkie**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Barbara Yarwood**, Elementary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)

5) **Return from Leave of Absence**

**Agnese Bonin Labrecque**, Secondary Teacher, September 1, 1998 (.33) (1/3)  
**Wendy Reeson**, Elementary Teacher, September 1, 1998  
**Mary Rishaur**, Elementary Teacher, September 1, 1998

D. **PROBATIONARY AND PERMANENT CONTRACTS**

3) **Probationary Staff**

**Additions**

**Sheri Beattie**, Elementary Teacher  
**Susan Enright**, Elementary Teacher  
**Patricia Loopstra**, Secondary Teacher  
**Lori Shannon**, Elementary Teacher

(ii) That the appointment of **Jelena Sakic-Aleksandrov**, Elementary Teacher, Elementary Teacher, be shown as a .5 assignment.

**Deletions**

**Leanne Baldwin**, Secondary Teacher  
**Jane Black**, Elementary Teacher

**Christopher Brady**, Secondary Teacher  
**Nancy Brooks-Bittle**, Elementary Teacher  
**Sarah Brunton**, Elementary Teacher  
**Tricia Buliung**, Secondary Teacher  
**Viviana Celebre**, Secondary Teacher  
**Wendy Coleman**, Elementary Teacher  
**Duane Faris**, Secondary Teacher  
**Christopher Fazzari**, Elementary Teacher  
**Deidre Graham**, Secondary Teacher  
**Jaskaran Grewal**, Elementary Teacher  
**Diane Hofer**, Elementary Teacher  
**Eugene Kahgee**, Secondary Teacher  
**Nicole Lebon**, Elementary Teacher  
**Sandra Leonardis**, Secondary Teacher  
**Julie McElroy**, Secondary Teacher  
**Mark McDougall**, Secondary Teacher  
**Jennifer McIntosh**, Elementary Teacher (in original as MacIntosh)  
**Michael Murkovich**, Secondary Teacher  
**Stuart Porter**, Secondary Teacher (in original as Stewart)  
**Peter Reardon**, Elementary Teacher  
**Jerry Romano**, Secondary Teacher  
**Josie Sardo-Delle Monache**, Elementary Teacher  
**Shirley-Ann Tysoski**, Elementary Teacher  
**Kimberlee Valade**, Secondary Teacher  
**Lark Walker**, Elementary Teacher  
**Linda West**, Secondary Teacher  
**Beth Woof**, Elementary Teacher

2) **Permanent Staff**

**Laura Dowling**, Elementary Teacher

**E. OTHER MATTERS REQUIRING BOARD ATTENTION**

1) **Timetable Changes**

**Heather Bull**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
 .5 to 1.0, May 4, 1998 to June 26, 1998

3) **Positions of Responsibility Relinquishment**

**Pieter Toth**, Secondary Teacher (Business), September 1, 1998

4) **Transfer of Panel**

That **Laura Dowling**, Teacher, be transferred from the Secondary Panel to the Elementary Panel, effective September 1, 1998, with salary according to the salary schedule.



3-22

August 27, 1997 – In-Camera

**SECTION VI**

**D. Russon, Manager, Human Resources**

**D. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

**2) Early Exit Applications**

That the Board accept the withdrawal from the Early Exit Plan for the following employees:

**Diane Audit**, Secretary (Clerical & Technical Staff)

**Diane Mayer**, Secretary (Clerical & Technical Staff)

6:30 p.m.A G E N D A

URBAN MUNICIPAL

6:30 p.m.

1. Call to Order
2. Approval of Minutes of June 9, June 17 and June 25, 1998
3. Business Arising from the Minutes
4. Approval of Agenda

SEP 17 1998

B. Wallace

GOVERNMENT DOCUMENTS

ACTION ITEMS:

5. Personnel Report
6. Staffing Reports
  - (a) Full Time Equivalent Positions
  - (b) Report on Supply Teacher Usage
  - (c) Temporary Assistance Report
    - Substitute Cleaner/Casual Assistance Usage
    - Temporary Assistance Expenditures
7. Report re Pediculosis
8. Social Work Department (County) – Year End Report
9. Transition Sub-Committee Report
  - (a) Information Technology Transition Committee – Library Information Centre Policy
10. School Trips

D. Russon

D. Russon

M. Botting

M. Botting

W. Joudrie  
SuperintendentsCORRESPONDENCE:DISTRIBUTION:

11. Update on Instructional Services Teacher Staffing
12. Ministry of Education and Training re Section 27 Funding

M. Botting

**Public Questions for Clarification**Future Meetings:

Business Committee  
 Special Education Advisory Committee  
 Regular Board

September 10, 1998

September 23, 1998

September 24, 1998

6:30 p.m.

7:15 p.m.

8:00 p.m.





# ACTION ITEMS

*EDUCATION COMMITTEE*  
*SEPTEMBER 3, 1998*



#5

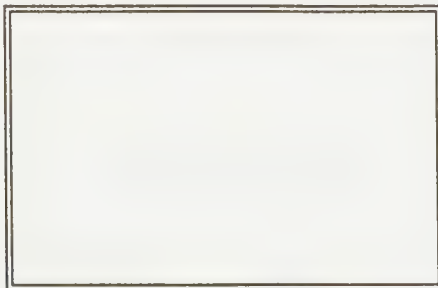
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

PERSONNEL REPORT

SEPTEMBER 3, 1998

RECOMMENDATION:

MOVED BY \_\_\_\_\_ SECONDED BY \_\_\_\_\_  
THAT THE PERSONNEL REPORT DATED SEPTEMBER 3, 1998  
BE ADOPTED AND THE RECOMMENDATIONS CONTAINED  
THEREIN BE APPROVED.







## SECTION I

## CLERICAL UNIT

- A. APPOINTMENTS AND TRANSFERS - nil
  - B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
  - C. LEAVE OF ABSENCE
    - a) General Leave
- That the request of the following staff for a Leave of Absence, effective as shown, be granted:
- Janet Hopkins, Elementary Secretary, September 1, 1998 to December 31, 1998
- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
  - E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

## SECTION II

## CUSTODIAL AND MAINTENANCE UNIT

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENT AND TERMINATIONS - nil
- C. LEAVES OF ABSENCE - nil
- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

## SECTION III

## EDUCATIONAL ASSISTANT UNIT

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
- C. LEAVE OF ABSENCE - nil
- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

5-2

SECTION IV

ELEMENTARY TEACHERS

- A. APPOINTMENTS AND TRANSFERS - nil
  - B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
  - C. LEAVE OF ABSENCE
    - a) General Leave
- That the request of the following staff for a Leave of Absence, effective as shown, be granted:
- Melissa Fiesser, Janet Lee Public School, September 21, 1998 to January 3, 1999
- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
  - E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

SECTION V

SECONDARY TEACHERS

- A. APPOINTMENTS AND TRANSFERS - nil
  - B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS
    - a) Resignation
- That the date shown for the following staff to Leave the Employ of the Board, be approved:
- Sandra Wynne, Parkside High School, August 31, 1998
- b) Retirement
- That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:
- Marilyn Dolyniuk, Parkside High School, December 31, 1998
- C. LEAVE OF ABSENCE - nil
  - D. PROBATIONARY AND PERMANENT CONTRACTS - nil
  - E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

1998 ACTUALS															1999 ACTUALS					1998/99 BUDGET	
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE								
Teachers - Elementary	2,059.10	2,059.10	2,059.10																		
Teachers - Secondary	1,197.39	1,197.39	1,197.39																		
Teacher Assistants	351.12	351.12	351.12																		
Professionals & Paraprofessionals	161.00	161.00	161.00																		
School Administration	450.83	450.83	450.83																		
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50																		
Board Administration & Governance	175.16	175.16	175.16																		
School Operations	503.63	503.63	503.63																		
Continuing Education	7.52	7.52	7.52																		
Transportation	1.75	1.75	1.75																		
Staff on Loan (recoverable)	17.83	17.83	17.83																		
<b>Total Full Time Equiv. Positions</b>	<b>4,954.83</b>	<b>4,954.83</b>	<b>4,954.83</b>																		
Enrolment - Elementary																					
- Secondary																					
<b>- TOTAL</b>																					

Prepared by Human Resources - September 1, 1998

#6-a



6-6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (CITY OFFICE)  
REPORT OF SUPPLY TEACHER USAGE - JUNE 30, 1998

SECONDARY															
MONTH	Teaching Days	Personal Leave Days/Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculum /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1998 Total Days	1997 Total Days	1997 Total Expense	1998 \$ Expense	1998 Long Term Occasional	1998 Total Expense
JANUARY	20.0	24.7	474.5	11.5	2.0	11.5	1.5	4.0		505.0	351.5	58,307	32,481	57,427	89,908
FEBRUARY	20.0	20.0	385.5	14.0	4.0	0.5	1.0			405.0	386.5	51,357	46,255	31,849	78,104
MARCH	17.0	33.0	352.5	16.0	5.0	9.5	1.0	1.0		385.0	233.5	47,175	36,861	41,112	77,973
APRIL	20.0	30.0	404.0	64.5	11.0	15.5	1.5	1.0		497.5	442.0	92,518	36,384	49,432	85,816
MAY	20.0	97.0	431.5	104.0	25.5	20.0		3.0		584.0	590.5	106,527	64,802	49,736	114,538
JUNE	20.0	114.7	275.5	29.5	1.0	3.5	2.0	2.0		313.5	312.5	64,019	34,198	35,876	70,074
JULY															
AUGUST															
SEPTEMBER															
OCTOBER															
NOVEMBER															
DECEMBER															
TOTALS		319.4	2323.5		48.5	60.5	7.0	11.0		2690.0	2316.5	419,903	250,981	265,432	516,413
% Of Total			86.4	8.9	1.8	2.2	0.3	0.4							

ELEMENTARY															
	Teaching Days	Personal Leave Days/Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculum /In-Service /Meeting Inside System	In School Meeting	Feder-ation Matters	Other	1998 Total Days	1997 Total Days	1997 Total Expense	1998 \$ Expense	1998 Long Term Occasional	1998 Total Expense
MONTH	20.0	33.0	1747.5	14.0	14.5	11.0	50.0	9.5		1846.5	1502.5	229,205	180,597	72,628	253,225
JANUARY															
FEBRUARY	20.0	45.0	1827.0	19.0	7.5	24.0	56.5	1.5		1935.5	2055.0	337,968	170,868	143,831	314,699
MARCH	17.0	19.0	1374.0	10.0	10.0	53.0	48.5	12.5		1508.0	1201.5	199,910	139,033	124,249	263,282
APRIL	20.0	54.7	1577.5	8.0	15.5	33.5	113.5	17.5		1765.5	1982.5	277,129	147,985	144,880	292,865
MAY	20.0	114.0	1454.5	97.0	6.5	63.0	61.5	17.0		1699.5	1875.0	319,010	152,955	116,767	269,722
JUNE	20.0	240.7	1410.0	70.5	10.0	66.0	46.5	10.5		1613.5	1684.0	281,162	140,178	125,013	265,191
JULY															
AUGUST															
SEPTEMBER															
OCTOBER															
NOVEMBER															
DECEMBER															
TOTALS		506.4	9390.5	218.5	64.0	250.5	376.5	68.5		10368.5	10300.5	1,644,384	931,616	727,368	1,658,984
% Of Total			90.6	2.1	0.6	2.4	3.6	0.7							



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (CITY OFFICE)  
REPORT OF SUPPLY TEACHER USAGE - JUNE 30, 1998

SECONDARY & ELEMENTARY

MONTH	Personal Leave Days/ Contract	Personal Reasons /Illness	Field Work /Co-Instr Activities	Conf. /Seminar /Meeting Outside System	Planning /Curriculum /In-Service /Meeting Inside System	In School Meeting	Feder- ation Matters	Other	1998 Total Days	1997 Total Days	1997 Total Expense	1998 \$ Expense	1998 Long Term Occasional	1998 Total Expense	1998 % Spent
JANUARY	57.7	2222.0	25.5	16.5	22.5	51.5	13.5		2351.5	1854.0	287,512	213,078	130,055	343,133	
FEBRUARY	65.0	2212.5	33.0	11.5	24.5	57.5	1.5		2340.5	2441.5	389,325	217,123	175,680	392,803	
MARCH	52.0	1726.5	26.0	15.0	62.5	49.5	13.5		1893.0	1435.0	247,085	175,894	165,361	341,255	
APRIL	84.7	1981.5	72.5	26.5	49.0	115.0	18.5		2263.0	2424.5	369,647	184,369	194,312	378,681	
MAY	211.0	1886.0	201.0	32.0	83.0	61.5	20.0		2283.5	2465.5	425,537	217,757	166,503	384,260	
JUNE	355.4	1685.5	100.0	11.0	69.5	48.5	12.5		1927.0	1996.5	345,181	174,376	160,889	335,265	
JULY															
AUGUST															
SEPTEMBER															
OCTOBER															
NOVEMBER															
DECEMBER															
TOTALS	825.8	11714.0	218.5	112.5	311.0	383.5	79.5		13058.5	12617.0	2,064,287	1,182,597	992,800	2,175,397	122.6
% Of Total		89.7	3.5	0.9	2.4	2.9	0.6								

1998 STUB BUDGET  
\$1,774,530

6-b-1

6-C

## REPORT OF CASUAL ASSISTANCE USAGE - 1998

(CITY OFFICE)

MONTH	Working Days	Personal Reasons /Illness # of Days	Workers' Comp. # of Days	Extra Workload # of Days	Leaves, Vacancies *perm pay # of Days	1998 Total # of Days	1998 \$ Expense	1997 Total # of Days	1997 \$ Expense
JANUARY	21	680	215	85	133	1,113	97,957	316	11,564
FEBRUARY	20	684	192	64	162	1,102	92,874	265	12,114
MARCH	22	710	260	96	150	1,216	104,208	221	10,510
APRIL	20	559	256	53	206	1,074	80,878	1,199	114,497
MAY	20	604	164	97	173	1,038	88,774	1,309	117,698
JUNE	22	590	220	48	293	1,151	82,912	1,373	106,640
JULY	22	307	184	43	470	1,004	47,379	1,167	80,011
AUGUST									
SEPTEMBER									
OCTOBER									
NOVEMBER									
DECEMBER									
TOTALS		4,134	1,491	486	1,587	7,698	594,982	5,850	453,034

\*Leaves, Vacancies - cost covered on permanent payroll

Prepared by Human Resources  
September 1, 1998





1997 AND 1998 TEMPORARY ASSISTANCE EXPENDITURES (CITY OFFICE)

	1997 BUDGET	YTD EXPENSE AS OF DEC 31/97	1998 STUB BUDGET	YTD EXPENSE AS OF JAN 31/98	YTD EXPENSE AS OF MAR 31/98	YTD EXPENSE AS OF JULY 31/98	EXPLANATION OF EXPENDITURES
Supt. of Schools							
- Supt. of Schools	1,600	256	800	0	0	0	
- Student Assistance	0	0	0	0	0	0	
- Safe Schools	0	0	0	0	0	0	
Total	\$1,600	\$256	\$800	\$0	\$0	\$0	
Supt. of Schools - F.L.S.							
- Supt. Office	1,100	0	0	0	0	0	
Total	\$1,100	\$0	\$0	\$0	\$0	\$0	
Supt. of Financial Services							
- Supt. Office	48,000	0	113,450	0	0	0	Clerical Assistance/Replacement
- Budget	0	20,943	300	300	1,021	8,565	Illness Replacement
- Accounting	5,000	2,643	511	511	938	1,504	FIS Project
- Payroll	86,000	30,703	787	787	2,360	9,217	Clerical Assistance
- Accommodation & Planning	8,000	8,123	512	512	512	682	
- Purchasing	0	0	0	0	0	0	
- Transportation	0	0	0	0	0	0	
Total	\$147,000	\$62,412	\$113,450	\$2,110	\$4,831	\$19,968	
Supt. of Admin. & Operational Services							
- Admin. Serv. & Supt. Office	55,000	103,173	186,434	1,469	7,694	29,862	Telephone Receptionist
- Technical Services	20,000	15,811	0	0	684	6,515	Casual Techn. - Sec. School
- Library - Ed. Centre	0	1,642	0	0	0	0	
- Science - Kit Services	0	0	0	0	0	0	
- Technical Services - Techn Support	29,000	16,867	0	0	0	0	
- Reg. Day School	20,000	26,099	1,664	1,664	11,155	42,482	In-Service for Classroom Computers
- Research	200	0	0	0	0	0	
- Plant Operations - Security	96,760	79,399	2,578	2,578	15,210	42,029	Building Security
- Plant Maintenance - Reg. Substances	27,240	28,390	778	778	3,001	10,783	Ministry of Labor Asbestos Inventories
- Plant Maintenance	900	0	0	0	0	0	
- Other - Ed. Centre Parking Lot	51,600	54,316	1,610	1,610	9,130	28,659	Parking Lot Attendants
Total	\$300,700	\$325,697	\$186,434	\$8,099	\$46,874	\$160,330	

6-C-1

6-C-2

	1997 BUDGET	YTD EXPENSE AS OF DEC 31/97	1998 STUB BUDGET	YTD EXPENSE AS OF JAN 31/98	YTD EXPENSE AS OF MAR 31/98	YTD EXPENSE AS OF JULY 31/98	EXPLANATION OF EXPENDITURES
Supt. of Program Services							
- Asst. Supt. of Program	75,000	61,451	84,200	1,727	7,618	39,778	Illness Replacement
- Adult & Cont. Ed. - Briarwood	0	841	0	238	785	785	Illness Replacement
- Community School Clerks	0	3,544	0	0	0	0	
Total	\$75,000	\$65,836	\$84,200	\$1,965	\$8,403	\$40,563	
Supt. of Human Resources Services							
- Supt. of Human Resources	43,700	18,071	7,600	171	1,777	18,871	EIS Project, Seniority Lists, Illness Replacement
Total	\$43,700	\$18,071	\$7,600	\$171	\$1,777	\$18,871	
Supt. of Human Resources - Schools							
- Elementary Secretarial	70,000	69,614	41,856	2,025	11,390	41,326	Illness Replacement
- Secondary Secretarial	37,000	65,082	22,236	2,926	10,928	38,952	Illness Replacement
- Vocational Secretarial	2,000	0	1,308	0	0	0	
- Elementary Library Clerks	0	0	0	0	0	0	
Total	\$109,000	\$134,696	\$65,400	\$4,951	\$22,318	\$80,278	
Office of the Director							
- Director's Office	0	0	0	0	0	0	
Total	\$0	\$0	\$0	\$0	\$0	\$0	
GRAND TOTAL	\$678,100	\$606,968	\$457,884	\$17,296	\$84,203	\$320,010	

Prepared by Human Resources Services  
September 1, 1998

# 7



# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092  
FAX: (905) 521-2531

## Memorandum

**To:** Education Committee  
**From:** Marguerite Botting, Superintendent of Instructional Services  
**Re:** Pediculosis  
**Date:** 1998 09 03

### Recommendation:

It was moved by \_\_\_\_\_ that a committee be established to develop a draft procedural document for schools in responding to Pediculosis for implementation in January 1999. Continuance of present school response be supported while committee drafts procedural document.

### Recommendation:

It was moved by \_\_\_\_\_ that the committee membership be one elementary administrator per cluster, an elementary School Council representative per cluster, a Public Health representative, support personnel and a senior administrator.

### Recommendation:

It was moved by \_\_\_\_\_ that the tasks of the committee include the following:

- Value statement as to the school's level of intervention and school response to parent direction.
- Review of financial practices and provision of consistent protocols
- Newsletter information to be sent to parents at regular points in the year.
- The development of school forms for parent notification, re-entry to school, etc.
- Determination as to when an agency screening of suspected cases is appropriate.
- Identification of personnel who provide the screening and the training required for these screeners (parent volunteers, staff, Olsten, etc.)
- Clear description of sanctions and how they are to be used.
- Protection of student/family confidentiality.

### Rationale:

Pediculosis (head lice) continues to be a sensitive issue, which can be of concern to parents, students and school staff. Prior to amalgamation each Board (Hamilton and Wentworth County) had their own procedures in place for responding to Pediculosis.

In April 1998, Ms. Wendy Teed, a parent from Millgrove School, made a presentation to the Board requesting that a "no-nit" policy be put in place for the entire system. As a result of this presentation, a discussion meeting was convened in June to further consider the issues and Ms. Teed's request. Participants included: the Superintendent of Instructional Services, a representative from Public Health, school administrators (city and county), the Project Team Leader for social and interpersonal skills, Ms. Teed, and a parent volunteer from Millgrove School. As a result of this meeting, it was apparent that there is a need to establish common procedures for responding to Pediculosis.





#8

1998 09 01

To: Education Committee

From: M. Botting, Superintendent of Instructional Services

Re: Social Work Department (County) Year End Report (1997-1998)

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**RECOMMENDED ACTION:**

That Social Work Department (County) Year End Report – Highlight Summary be received for information.

Rationale

Attached is a copy of the Year End Report as prepared by Malcolm Powell, Supervisor, Social Work Department.

This “Highlight Summary” is presented for the Committee’s information and edification. *Please note that a copy of the full report has been placed in the Trustees’ Lounge.*



**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

**PROGRAM SERVICES**

**SOCIAL WORK DEPARTMENT  
(COUNTY)**

**YEAR END REPORT  
HIGHLIGHT SUMMARY**

**1997 - 1998**







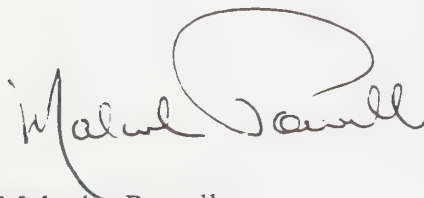
## **SOCIAL WORK DEPARTMENT YEAR END REPORT: 1997-98**

### **INTRODUCTION**

This report outlines the activity of the social workers providing service for the students, their families and staff of the former Wentworth County Board of Education during the 1997-98 school year. The services ranged from consultation to direct counselling from team meetings to staff inservice sessions and from community referral to program development. School social workers in the county provided services to those students who could not or would not be referred to an outside community resource, to students experiencing school attendance problems and to those students who required additional in-system social support. In addition, social work service was provided where programming, professional development and/or school-wide, system-wide support was required or requested. Within a broad framework, each social worker is responsible for managing the work and setting priorities with students, their families and school staff.

This past year the number of referrals dropped slightly from last year probably reflecting the activities of the year such as teacher protest, LEIC, and Amalgamation rather than student need. However, 1997/98 has been very busy and productive as outlined in the report. The work with the students and their families has centered on their emotional capacity and hence their ability to grow and learn. Frequently, the advocacy role has been very important to ensure optimal learning environments and to access required services and resources. There have been many activities directed at improving the support to the system such as the Attendance Handbook, the revised Crisis Response Handbook, Peer Mediation, Bereavement Resources etc. that have been well received by the school staff. The various levels of social work support are all important and address different aspects of the role and support that is and should be provided. The challenge is to set appropriate priorities that meet the most critical demands and to determine how the "critical" demands are defined.

As indicated in last year's report, the education system has undergone significant changes and stresses over the past years. The next couple of years will continue to provide further changes to the system and to social work services. It will take a couple of years to fully implement the amalgamation changes to the social work services of the new Board. However, the service will continue to be responsive to the needs of the students and the teachers who teach those students. What remains consistent is the need to educate and support young people through to healthy, productive adulthood.



Malcolm Powell  
Supervisor: Social Work Department

## SOCIAL WORK DEPARTMENT YEAR END REPORT: 1997-98

### HIGHLIGHTS

- ▶ Provided social work services to over 1000 referrals on students for individual, group, family or alternative education support. This necessitated 12638 contacts with students and/or their families, school staff and/or community agencies.
- ▶ Supported and co-ordinated the Supervised Alternative Learning for Excused Pupils (S.A.L.E.P.) Committee and candidates.
- ▶ Provided immediate response to schools for assistance at times of crisis, tragic events or emergencies.
- ▶ Co-ordinated the process for the Board's consulting psychiatrist.
- ▶ Supported Board/System/School initiatives:
  - social skills (workshops, inservices, resources, etc.)
  - anti-racism (committees, workshops, resources etc.)
  - Attendance Handbook completed and distributed to every County school
  - facilitated anti-violence programming (e.g. RSVP, committees, workshops, Violence Prevention and Education Committee, Peer Mediation, Brock Teacher Inservice)
  - 'screening' mechanisms policy development and implementation
  - workshops/inservices for students, staff and parents on a variety of topics
  - Crisis Response Handbook completed and distributed to every County school
  - Intermediate Behaviour Program Support (CHAMPS)
  - Children at Risk Initiative re Social Reporting
  - child and youth worker placements (Dundas Central and CHAMPS)
  - MCSS Child Protection Hearings (Provincial)
  - TRI Board - PHN liaison meetings; Comprehensive School Health Project (Action)
  - CAS - abuse neglect and service issues
  - Big Brothers Mentorship
  - Big Brothers Promise Scholarship
  - Kiwanis Student Bursaries
  - Chedoke Peer Mediation.
- ▶ Supported community linkages:
  - TRI Board - CCAC programs and services
  - Bereavement Network (by Sept. '97 every school had received videos and books)
  - AATD - Resource Team support
  - Support to Hamilton-Wentworth Regional Police Services "Education in Schools" initiative
  - ▶ Child and Adolescent Services - new service models
  - Sexual Abuse Network - treatment issues
  - Prevention Network/New Wave - prevention and treatment programs
  - Suicide Prevention Network - prevention issues
  - Dundas Community Services - community linkages
  - Week of the Child - children's issues
  - VOICES for Children - children's issues
  - Linkages to Professional Associations (eg. OACAS, CASSWAC, OASW)
- ▶ Numerous tasks and Committees to facilitate L.E.I.C. and Amalgamation Initiatives

# SOCIAL WORK DEPARTMENT YEAR END REPORT: 1997-98

TABLE I-II

SCHOOL ACTIVITY	97-98	96-97	95-96	94-95	93-94	92-93	91-92	90-91	89-90	88-89	87-88	86-87	85-86	84-85	83-84
Visits	1907	1973	1,958	2,124	2,125	2,123	1,997	1,854	1,969	1,988	1,809	1,530	1,339	924	1,019
Contacts	1507	1553	1,455	1,477	1,260	1,452	1,302	1,362	1,101	1,218	1,196	801	760	586	729
TOTAL	3414	3526	3,413	3,601	3,385	3,575	3,299	3,216	3,070	3,206	3,005	2,331	2,094	1,510	1,748
CHILD AND/OR FAMILY ACTIVITY															
Visits	3500	3583	3,337	3,557	3,145	2,816	4,029	3,661	3,676	3,696	3,040	2,384	2,134	1,458	1,186
Contacts	2060	2291	2,203	2,184	2,066	1,900	2,470	2,332	2,261	2,276	1,999	1,439	1,096	814	763
TOTAL	5560	5874	5,540	5,741	5,211	4,716	6,499	5,993	5,972	5,972	5,039	3,823	3,230	2,271	1,949
COLLATERAL TOTAL	3664	3299	3,501	3,546	3,175	2,997	3,208	2,923	3,260	3,552	3,323	2,258	2,257	2,214	2,173
REFERRALS															
Attendance Cases	72	80	71	66	44	35	47	76	76	81	93	102	125	108	125
Behaviour Cases	291	317	291	307	247	180	399	410	414	306	259	185	114	50	39
SUBTOTAL CASES	363	397	362	373	291	215	446	486	490	387	352	287	239	158	164
CONSULT TOTALS	414	464	394	492	404	516	197	241	209	273	214	158	209	164	145
ALTER. ED. CASES	65	63	83	90	83										
TOTAL CASES AND CONSULTATIONS	842	924	839	865	778	731	643	727	699	660	566	445	448	322	309
GROUP REFERRALS	218	141													
GROUPS: ALTER. ED. OTHER	3 10	3 10	4 8	5 9	7 11										
TOTAL CASES INC. GROUP AND CONSULTATIONS	1060	1065													
TOTAL REFERRALS MINUS OVERLAP	979	965	800+	810+											
SUSPENSIONS: TOTAL	1069	1254	1,155	939	608	542	413	364	334	427	347	315	242	275	286
CHILD ABUSE REPORT TOTAL	30	32	15	30	28	18	34	40	29	33					

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**SOCIAL WORK DEPARTMENT  
YEAR END REPORT: 1997/1998**

**REFERRAL BY SCHOOL  
(September, 1997 - June, 1998)**

TABLE I-III

**ELEMENTARY**

SCHOOL	CONSULTATIONS	CASES
Ancaster Senior	4	16
Balaclava	3	8
Bellmoore	8	14
Bell-Stone	2	1
Beverly Central	7	4
Billy Green	18	7
Central Park	9	5
Central Public	6	6
C.H. Bray	4	5
Collegiate Avenue	12	8
Dr. J. Seaton	5	7
Dundana	6	4
Dundas District	6	16
Eastdale	5	9
Fessenden	4	2
Flamborough Centre	1	9
Glenwood	10	1
Grange	9	2
Green Acres	17	10
Greensville	4	5
Guy Brown	3	11



**SOCIAL WORK DEPARTMENT  
YEAR END REPORT: 1997-98**

**REFERRAL BY SCHOOL**

(September, 1997 - June, 1998)

**ELEMENTARY**

SCHOOL	CONSULTATIONS	CASES
Janet Lee	13	12
Lynden	2	0
Mary Hopkins	2	5
Memorial	6	2
Millgrove	3	7
Mt. Albion	18	14
Mt. Hope	9	10
Mountain View	17	10
Parkwood	4	1
Pleasant Valley	3	3
Queen's Rangers	7	6
R.L. Hyslop	10	13
Rousseau	5	1
Sheffield	1	0
Spencer Valley	4	7
Tapleystown	18	9
Winona Public	13	18
Yorkview	2	4
Other	30	0
<b>ELEMENTARY REFERRALS TOTALS</b>	<b>310</b>	<b>272</b>

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**SOCIAL WORK DEPARTMENT  
YEAR END REPORT: 1997-98**

**REFERRALS BY SCHOOL  
(September, 1997 - June, 1998)**

**SECONDARY**

SCHOOL	CONSULTATIONS	CASES
Ancaster High	8	11
Highland Secondary	33	16
Orchard Park Secondary	34	12
Parkside High	9	14
Saltfleet High	11	14
Waterdown District High	4	23
Other	5	1
<b>SECONDARY REFERRALS TOTALS</b>	<b>104</b>	<b>91</b>

	<b>TOTAL CONSULTATIONS</b>	<b>TOTAL CASES</b>
ELEMENTARY	310	272
SECONDARY	104	91
<b>TOTAL</b>	<b>414</b>	<b>363</b>

**SOCIAL WORK DEPARTMENT  
YEAR END REPORT: 1997-98**

**ALTER ED CASES**

<b>ALTER. ED. CASES</b>	
G.E.T. (Ancaster High & Vocational)	26
S.U.P.E.R. (Orchard Park/Saltfleet)	18
T.R.Y. (Waterdown High)	23
<b>TOTAL</b>	<b>67</b>

**OTHER GROUPS**

BEVERLY CENTRAL	Comp. Class	15 Students
GREENSVILLE	Classroom	25 Students
DUNDAS CENTRAL PUBLIC	Social Skills	9 Students
ANCASTER HIGH	Parent Support	10 Parents
DUNDAS CENTRAL	Social Skills	6 Students
MOUNTAIN VIEW	Peer Mediation	50 Students
WINONA	New Wave	7 Students
CENTRAL PARK	Peer Mediation	40 Students
ROUSSEAU	New Wave	7 Students
DUNDANA	Class - Bullying	30 Students
TAPLEYTOWN	New Wave	5 Students
DUNDAS CENTRAL	Social Skills - Primary	8 Students
QUEEN'S RANGERS - CHAMPS	Social Skills	6 Students
APPROXIMATE GROUP NUMBERS NOT ALREADY COUNTED AS OTHER REFERRALS		<b>218</b>

<b>TOTAL NON-DUPLICATED REFERRALS INCLUDING ALTER. ED.</b>	<b>1060 - 81 Duplicated = 979</b>
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**SOCIAL WORK DEPARTMENT  
YEAR END REPORT: 1997-98**

**EVALUATION OF DEPARTMENT OBJECTIVES  
FOR 1997 - 1998**

ACTION	OUTCOME
<b>PRIORITY 1: Provide student counselling</b>	
<p>Continue liaison with principals and school staff re: social work services and processes</p> <p>Process referrals, gather information, assess situations and develop intervention plans according to individual needs</p> <p>Provide appropriate social work services to students and their families</p>	<p><b>ACCOMPLISHED</b></p> <ul style="list-style-type: none"> <li>▶ see Activity reports</li> <li>▶ consultation and referral</li> <li>▶ school closing summaries</li> <li>▶ case recordings</li> <li>▶ support to school staff, pupils and parents</li> <li>▶ 13 specialized groups</li> <li>▶ 3 Alter Ed group support</li> <li>▶ workshops for students</li> </ul>
<b>PRIORITY 2: Support to staff re students and families</b>	
<p>Ensure bi-weekly time available to all school staffs to provide consultation and/or support as required and requested</p> <p>Provide information, share materials and resources, assist in processing community services and conduct appropriate workshops and in-service</p> <p>Assist school staff by providing a social work perspective of family dynamics and attitudes</p>	<p><b>ACCOMPLISHED</b></p> <ul style="list-style-type: none"> <li>▶ see Activity reports</li> <li>▶ in-schools bi-weekly/weekly</li> <li>▶ responded to all requests for information and support ( inservices to staff/school councils)</li> <li>▶ team meetings</li> <li>▶ consultation</li> <li>▶ alter ed program meetings</li> <li>▶ ensure social work availability to answer questions</li> </ul>
<b>PRIORITY 3: Respond to crisis situations (tragic events, child abuse)</b>	
<p>Respond immediately to requests for assistance related to crisis (i.e. consultation, and/or direct service)</p> <p>Revise and implement the Child Abuse Prevention Handbook</p> <p>Minor revisions to the Crisis Response Handbook</p>	<p><b>ACCOMPLISHED</b></p> <ul style="list-style-type: none"> <li>▶ responded immediately to requests</li> <li>▶ received additional training</li> <li>▶ offered suicide prevention support</li> <li>▶ Crisis Response Handbook distributed to the system in fall 1998</li> <li>▶ Child Abuse Handbook <u>not revised</u> in light of other priorities - will be considered for 1998/99</li> </ul>
<b>OTHER:</b>	
<p>Finalize the School Attendance Handbook</p> <p>Provide S.A.L.E.P.</p>	<p><b>ACCOMPLISHED:</b> Handbook distributed in Dec '97 to all County schools</p> <p><b>ACCOMPLISHED:</b> see full S.A.L.E.P. Report</p>



ACTION	OUTCOME
<p>Support to appropriate Board activities (e.g. social skills, anti-racism, anti-violence)</p> <p>Support for S.I.S. programs and initiatives</p> <p>Develop screening policy for all new Board employees</p> <p>Develop intrusive measures policy</p>	<p><b>ACCOMPLISHED:</b> responded to request; still involved in activities</p> <p><b>ACCOMPLISHED:</b> attended meetings; provided service; advocated support; program meetings</p> <p><b>ACCOMPLISHED:</b> Board Policy passed in fall 1997; screening process now in place</p> <p><b>NOT ACCOMPLISHED:</b></p> <ul style="list-style-type: none"> <li>▶ not seen as urgent; will be revised next year.</li> </ul>
<b>DEPARTMENTAL PROCEDURES AND ACTIVITIES</b>	
<p>Change consent section on referral form</p> <p>Review case recording format</p> <p>Revised Community Information Sheet</p> <p>Review evaluation format</p> <p>Develop a Department Handbook</p> <p>Continue to pilot the client feedback process</p> <p>Develop a measurement tool for the "New Wave" Program (separation and divorce groups)</p>	<p><b>ACCOMPLISHED:</b> done for September 1997</p> <p><b>NOT ACCOMPLISHED:</b> in light of amalgamation</p> <p><b>IN PROCESS:</b></p> <ul style="list-style-type: none"> <li>▶ 3 social workers met on 4 occasions to gather information and develop a protocol for this research</li> <li>▶ preliminary work is completed</li> <li>▶ in '98/99 the measurement process will be completed</li> </ul>
<p>Assist the S.A.L.E.P. Committee in its review and the transition to an amalgamated Committee</p>	<p><b>ACCOMPLISHED:</b></p> <ul style="list-style-type: none"> <li>▶ discussions at department meetings</li> <li>▶ discussion item at three S.A.L.E.P. meetings</li> <li>▶ D. Pepler research reviewed</li> </ul>
<p>Support the amalgamation process</p>	<p><b>ACCOMPLISHED:</b></p> <ul style="list-style-type: none"> <li>▶ numerous department discussions and several joint meetings; LEIC; Transitions Committees</li> </ul>
<p>Department professional development emphasis on behaviour management and bullying, crisis training, parent information sheets re: specific issues including attendance cases</p>	<p><b>IN PROCESS:</b></p> <ul style="list-style-type: none"> <li>▶ PD sessions on crisis training, therapy with parents and children and specialized behaviour topics</li> <li>▶ parent information sheets in process</li> </ul>

## DEPARTMENT OBJECTIVES FOR 1998-99

ACTION	WHEN	WHO
<b>PRIORITY 1:</b> Provide student counselling.		
Continue liaison with principals and school staff re: social work services and processes	Ongoing	All social work staff
Process referrals, gather information, assess situations and develop intervention plans according to individual needs	Ongoing	All social work staff
Provide appropriate social work services to students and their families	Ongoing	All social work staff
<b>PRIORITY 2:</b> Support to staff regarding students and families		
Ensure bi-weekly time available to all school staffs to provide consultation and/or support as required and requested	Ongoing	All social work staff
Provide information, share materials and resources, assist in processing community services and conduct appropriate workshops and in-service	Ongoing	All social work staff
Assist school staff by providing a social work perspective of family dynamics and attitudes	Ongoing	All social work staff
<b>PRIORITY 3:</b> Respond to crisis situations (tragic events, child abuse)		
Respond immediately to requests for assistance related to crisis (i.e. consultation, and/or direct service)	Ongoing	All social work staff
Revise Child Abuse Prevention Handbook and Operating Procedures	June 1999	Social work staff
Implement Child Witness Protocol	January 1999	Social work staff
<b>OTHER:</b>		
Review the <u>School Attendance Handbook</u> system wide	January 1999	Social work staff
Provide S.A.L.E.P.	Ongoing	All social work staff
Support to appropriate Board activities (e.g social skills, anti-racism, anti-violence)	Ongoing	All social work staff
Support for Alter. Ed. programs and initiatives	Ongoing	Appropriate social work staff
Support Behaviour Resource Team	Ongoing	B.R.T. social worker
Evaluate the social work delivery model and services	Winter/Spring '99 evaluation complete by June 1, 1999	Department staff Malcolm Powell

**DEPARTMENT OBJECTIVES**

FOR 1998-99 - cont'd

ACTION	WHEN	WHO
<b>DEPARTMENTAL PROCEDURES AND ACTIVITIES:</b>		
Review referral form	Fall 1998	Social work staff
Review case recording format	Fall 1998	Social work staff
Revise Community Information Sheet	Fall 1998	Social work staff
Develop a Department Handbook with existing practices and policies	Fall 1998	Malcolm Powell Social work staff
Review evaluation format	Fall 1998	Social work staff
Pilot the client feedback process	Spring 1999	Malcolm Powell Social work staff
Develop a measurement tool for the "New Wave" Program	June 1999	Malcolm Powell Vicki Earl Elaine Colgan
Support and facilitate the "amalgamation" process	Ongoing	All social work staff
Department professional development emphasis on behaviour management and bullying, crisis training, parent information sheets re: specific issues including attendance cases	Ongoing	All social work staff
Complete Monthly Statistics	Ongoing	All social work staff
Complete Yearly Department Report	June 1999	All social work staff Malcolm Powell

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**SOCIAL WORK DEPARTMENT  
YEAR END REPORT: 1997-98  
DEPARTMENT ASSIGNMENTS FOR  
1998-99**

**STAFF ASSIGNMENTS WILL BE COMPLETED WHEN  
THE SOCIAL WORK MODEL IS APPROVED**



## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## MEMORANDUM

To: Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: September 3, 1998

Subject: Information Technology Transition Committee  
- Library Information Centre Policy

Recommended Action:

Moved by \_\_\_\_\_, that the Draft Library Information Centre Policy be forwarded to the Joint Advisory Committee.

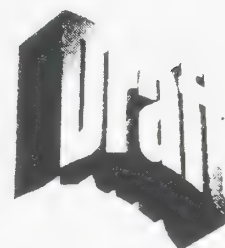
Rationale:

This is the fourth and final Work Group for the Information Technology Transition Committee. The draft Policy was created by the Work Group and, with minor modifications, approved unanimously by the Co-Chairs Committee. Executive Council has reviewed this draft and again added a minor modification with respect to two parent representatives.

*W Joudrie*



## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

INFORMATION TECHNOLOGY  
TRANSITION COMMITTEE

## School Library Information Centre Work Group

**Policy Statement:**

It is the policy of the Hamilton-Wentworth District School Board that all students have access to the School Library Information Centre resources as part of an integrated curriculum.

1. Operating Procedures:  
The Hamilton-Wentworth District School Board shall dedicate adequate budget facilities, Teacher-Librarian(s) and qualified support staff (Library Technicians/Clerical) to ensure the provision of equitable access to:
  - information resources
  - information technologies
  - information literacy instruction within an integrated curriculum
  
2. The Superintendent responsible for Information Technology will oversee the review, development and implementation of a system plan for School Library Information Centres.
  
3. A School Library Information Centre Advisory Committee shall be formed with the following membership:
 

1 Superintendent	1 Elementary Teacher
1 Elementary Teacher-Librarian	1 Secondary Teacher
1 Secondary Teacher-Librarian	1 Coordinator/Consultant
1 Central Board Library representative	1 Elementary Student
1 Media Library representative	1 Secondary Student
1 Kit Services representative	1 School Council Representative
1 Computer Services representative	1 Home & School Representative
1 Elementary Principal	1 Trustee
1 Secondary principal	1 Library Secretary/Technician
1 SysOp/Site Administrator	1 Public Library Representative

---

### Terms of Reference:

School Library Information Centre Advisory Committee members should be selected by their representative groups.

The School Library Information Centre Advisory Committee will meet a minimum of five times a year and provide advice on the following:

- the review, development and implementation of a system plan for School Library Information Centres
- curriculum integration, planning and support
- models for delivering services
- assessment strategies to measure student proficiency in information skills
- the allocation of budget for the School Library Information Centres
- the integration of best practices and procedures that relate to School Library Information Centres
- the automation of all School Library Information Centres with a standardized automation system
- procedures for Central Cataloguing
- new initiatives in information skills



#10

M E M O R A N D U M

TO: Trustees  
FROM: The Director of Education  
RE: School Trips

Recommended Action:

It was moved by \_\_\_\_\_ that the following trip requests be approved:

- a) Grade 6 (Science) – Glen Brae School, Sunship Earth Environmental Science Program – Camp Wanakita, Haliburton, Ontario from September 22-25, 1998, inclusive;
- b) Grade 20 – Westdale School, Physical Geography Field Study – Bruce National Park, Ontario from September 23-24, 1998, inclusive.

Rationale:

As per policy.

September 3/98

/rt



# D I S T R I B U T I O N

*EDUCATION COMMITTEE*  
*SEPTEMBER 3, 1998*





# 11

Update On Instructional Services Teacher Staffing

1998 01 03

Positions with Successful Candidates

<b>Consultants:</b> Career Education & Planning Early Childhood Education Environmental & Outdoor Education Experiential Learning ESL/NSL & Antiracism Information Technology Language/Mathematics Language/Social Studies Mathematics/Science & Technology (Acting) Social Studies/Science & Technology Special Education Special Education Special Education Special Education	Cathi Alchin Lynn Howarth-McCue Joan Kott Dan Palango Shirley Swannack Lesley Cordero Ken Sanford Laura Romano Mary Lou Kestell (Seconded) Mary Jean Tyczynski Rita Knapp Bob Morrallee Steve Staio Bob Waterhouse	14
<b>Total:</b> <b>Special Assignment Teachers:</b> Behaviour Resource Information Technology Information Technology Information Technology Language Mathematics Science & Technology Teacher Advisor System –Secondary School Reform	Dawn Mutton John McKnight Rob Stringer Dan Walker Rosemary Coomber Joanne Languay Joyce Whittle Kathie Hibbins	8
<b>Total:</b> <b>Positions To Be Re-Posted</b> Assessment, Evaluation & Reporting (2) French Immersion/Core French Health & Physical Education Special Education Vocational Education - Secondary School Reform	Consultant Consultant Special Assignment Consultant Special Assignment	6
<b>Total:</b> <b>Positions That Are Recoverable</b> Section 27 – Consultant	Sandra Law	1
<b>Total:</b> <b>Positions That Carry Forward</b> Co-ordinator, Special Education Consultant, Special Education Consultant, Ontario Curriculum	Nancy Harper Marg Campbell Carol MacKenzie	3
<b>Total:</b> <b>Positions To Be Identified</b>		5
<b>Total:</b> <b>Total for all Instructional Services Teachers</b>		37



Ministry  
of Education  
and Training

Ministère  
de l'Éducation  
et de la Formation

London District Office  
217 York St. - Suite 207  
2nd Floor West  
London ON N6A 5P9  
(519) 667-1440  
1-800-265-4221

Bureau du district de London  
217, rue York - bureau 207  
2<sup>e</sup> étage ouest  
London ON N6A 5P9  
(519) 667-1440  
1 800 265-4221

June 25, 1998

Mr. Merv Matier  
Interim Director of Education  
Hamilton-Wentworth District School Board  
100 Main Street  
Hamilton, Ontario  
L8N 3L1

Dear Mr. Matier:

I am enclosing the grant allocations of staff for 1998-99 Intensive Support Amount level 4, programs in care, treatment and correctional facilities as requested by the Hamilton-Wentworth District School Board. In accordance with Section 19 of the General Legislative Grants Regulations the grant includes, where appropriate, \$2,500 per teacher and \$1,220 per teacher aide in addition to salary and related employee benefits in respect of the expenditure of the board for administrative services and instructional supplies, and \$3,300 for furniture and equipment in new programs. In giving approvals for ISA Level 4 grants, it should be noted that the amount calculated for all boards will not exceed \$67 million. Some programs may be subject to monitoring during the coming school year.

Please share this information with appropriate board officials with responsibility for business and finance and for education programs in care, treatment and correctional facilities.

If you have any concerns or require further clarification regarding your allocations, please contact Chris Mahler at 1 800-265-4221 or at 667-1440, ext. 224.

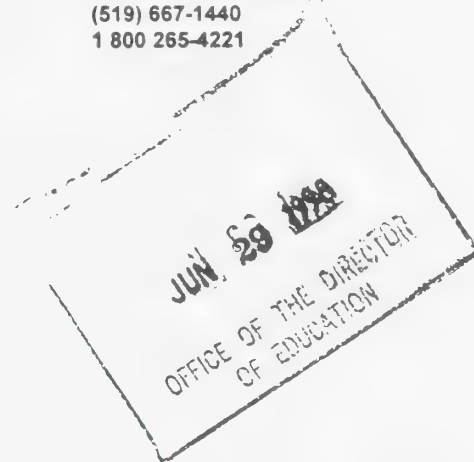
Yours sincerely,



David Ditchfield  
Acting District Manager  
Kitchener Waterloo District Office

CAM:sb  
Enclosure

cc: Drew Nameth, COGA  
Chris Mahler  
Carmen Holder



25-Jun-98

**GENERAL LEGISLATIVE GRANT APPROVAL FOR 1998/99 ISA LEVEL 4 PROGRAMS  
IN GOVERNMENT APPROVED FACILITIES**

BOARD NAME:		Hamilton-Wentworth DSB		Program		Summer		Regular		Twelve months		x	
PANEL	:	Elementary and Secondary											
Approval number	Agency	Facility	Classrooms	Teachers	Est. Cost	Teacher Aides	Est. Cost	Classroom F&E	Supplies & Admin.	Total est. costs			
KWO002 CTR98	Corrections	Hamilton Wentworth Detention Centre	10	8.00	\$458,762	0.00	0	\$0	\$20,000	\$478,762			
KWO002 CTR98	Grace Haven	Grace Haven	2	2.00	\$149,772	0.00	0	\$0	\$5,000	\$154,772			
KWO002 CTR98	Arrell Youth Centre	Arrell Youth Centre	3	3.00	\$154,065	0.00	0	\$0	\$7,500	\$161,565			
KWO002 CTR98	Peninsula Youth Centre	Peninsula Youth Centre	4	4.00	\$208,711	0.00	0	\$0	\$10,000	\$218,711			
KWO002 CTR98	Patterson House	Patterson House	1	1.00	\$47,351	0.00	0	\$0	\$2,500	\$49,851			
KWO002 CTR98	Calvert House	Calvert House	1	1.00	\$74,886	0.00	0	\$0	\$2,500	\$77,386			
KWO002 CTR98	Dawn Patrol	Dawn Patrol	1	1.00	\$62,450	0.00	0	\$0	\$2,500	\$64,950			
KWO002 CTR98	Hatts Off - Elementary (1)	Hatts Off - Elementary	1	1.00	\$42,062	0.00	0	\$0	\$2,500	\$44,562			
KWO002 CTR98	Cornerstone	Cornerstone	2	1.50	\$95,464	0.00	0	\$0	\$3,750	\$99,214			
KWO002 CTR98	Hatts Off - Secondary(1)	Hatts Off - Secondary	1	1.00	\$42,222	0.00	0	\$0	\$2,500	\$44,722			
KWO002 CTR98	McMasler University Medical	McMasler University Medical	2	1.00	\$60,932	0.00	0	\$0	\$2,500	\$63,432			
KWO002 CTR98	Newcombe House	Newcombe House	1	1.00	\$70,809	0.00	0	\$0	\$2,500	\$73,309			
KWO002 CTR98	Lynwood Hall Child & Family	Lynwood Hall Child & Family	3	3.00	\$178,710	0.00	0	\$0	\$7,500	\$186,210			
KWO002 CTR98	Woodview Children's Centre	Woodview Children's Centre	1	1.00	\$74,886	0.00	0	\$0	\$2,500	\$77,386			
KWO002 CTR98	St Joseph's Hospital	St Joseph's Hospital	1	1.00	\$71,301	0.00	0	\$0	\$2,500	\$73,801			
KWO002 CTR98	Woodview Day Treatment	Woodview Day Treatment	2	2.00	\$118,071	1.00	33,853	\$0	\$6,220	\$158,144			
KWO002 CTR98	N/A	Liaison	0	2.00	\$146,313	0.00	0	\$0	\$5,000	\$151,313			
KWO002 CTR98	Big Sisters of Hamilton	Big Sister Transition Program	1	1.00	\$34,286	0.00	0	\$0	\$2,500	\$36,786			
KWO002 CTR98	Hats Off	Hats Off-Elementary (11)	1	1.00	\$67,276	0.00	0	\$0	\$2,500	\$69,776			
KWO002 CTR98	Hats Off-Secondary(11)	Hats Off	1	1.00	\$41,267	0.00	0	\$0	\$2,500	\$43,767			
KWO002 CTR98	Northcrest Youth Centre	Northcrest Youth Centre	1	1.00	\$38,925	0.00	0	\$0	\$2,500	\$41,425			
TOTAL			40	38.50	\$2,238,521	1.00	33,853	\$0	\$97,470	\$2,369,844			

June 25/98  
DATE

for B. Maller  
DISTRICT MANAGER

B. Maller  
DISTRICT FINANCE OFFICER



September 3, 1998

**OF THE EDUCATION COMMITTEE**  
**SEPTEMBER 3, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop, Janice Dewar, Eleanor Johnstone and Joseph Rogers.

**Also present:** Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Elizabeth Bond (Superintendent of Education - Secondary East), Krys Croxall (Superintendent of Education - County East), Tony Cupido (Superintendent of Plant Services), Pat Gillie (Superintendent of Education - Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education - City East) and Ken Waters (Superintendent of Education - Secondary West).

Also in attendance:

D. Russon, Manager, Human Resources

The Chair called the meeting to order at 6:40 p.m.

**2. Approval of the Minutes – June 9, June 17 and June 25, 1998**

It was moved by J. Bishop: That the minutes of June 9, June 17 and June 25, 1998 be approved as distributed.

Relative to Page 17, June 9<sup>th</sup> minutes, a request was made to clarify that "Authority" should include: the date the policy was passed at board, along with any applicable Education Act regulations. The Superintendent responsible should also be noted.

It was clarified that the membership on the Early Learning Advisory Committee was amended at the June Board meeting and not at the Committee.

**To the motion, as amended, CARRIED.**

**3. Business Arising from the Minutes**

In response to a question, M. Matier advised the new student trustee will attend the September board meeting and will also attend the Joint Advisory Committee meeting.

**4. Approval of the Agenda**

The following added pages were noted

Pages 4a and 4a1 and 5-3 to 5-6.

The following items were added:

10(a) Vice-Principal and Principal – Placement Memo dated June 29

10(b) Update re School Secretaries

It was moved by J. Bishop: That the agenda be approved as amended.  
**CARRIED**

4a Rescinding Motions

It was moved by J. Dewar: That the resignation request of L. Kim Hutt-Taylor, Secondary Teacher, approved at the June Meeting, be rescinded.  
CARRIED.

It was moved by J. Dewar: That the resignation for the purpose of retirement request of D. Bruce Quinn, Elementary Teacher, approved at the June Meeting, be rescinded.  
CARRIED.

It was moved by J. Rogers: That the requests for Leaves of Absence of the following teachers, approved at previous meetings be rescinded:

Assunta Consoli, Secondary Teacher

Michelle Friesen, Elementary Teacher

Maria Persichini, Secondary Teacher

CARRIED.

It was moved by J. Dewar: That the request for a Leave of Absence under the Salary Holdback Plan by Loretta Lueloff, Secondary Teacher, approved at a previous meeting, be rescinded.  
CARRIED.

It was moved by J. Dewar: That the request for a Leave of Absence under the Salary Holdback Plan by Carol Oliver, Elementary Teacher, approved by the former Hamilton Board of Education, be rescinded.  
CARRIED.

5. Personnel Report

It was moved by E. Johnstone: That the Personnel Report dated September 3, 1998 be adopted and the recommendations contained therein be approved.

D. Russon presented the report, drawing attention to several changes. All teachers will have been approved for school start after tonight's meeting.

**SECTION 1****CLERICAL UNIT**

- A. APPOINTMENTS, PROMOTIONS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
- C. LEAVE OF ABSENCE

a) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Margaret Bennett, Media Library (Clerical & Technical Staff) September 14, 1998 to December 7, 1998

Janet Hopkins, Elementary Secretary, September 1, 1998 to December 31, 1998

- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

**SECTION II****CUSTODIAL AND MAINTENANCE UNIT**

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
- C. LEAVES OF ABSENCE - nil
- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

**SECTION III****EDUCATIONAL ASSISTANT UNIT**

- A. APPOINTMENTS AND TRANSFERS - nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - nil
- C. LEAVES OF ABSENCE - nil
- D. PROBATIONARY AND PERMANENT CONTRACTS - nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - nil

**SECTION IV****ELEMENTARY TEACHERS**

- A. APPOINTMENTS, PROMOTIONS AND TRANSFERS

- a) Promotions

That the following be appointed to the position indicated with salary according to the salary schedule:

Janet Watt, Acting Vice-Principal of an elementary school effective Sept. 01, 1998

- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

- a) Retirements

That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid.

D. Bruce Quinn, Elementary School Teacher, effective July 31, 1998

Margaret Laberto, Elementary School Teacher, effective Dec. 31, 1998

Joan Peteherych, Elementary School Teacher, effective Dec. 31, 1998

**C. LEAVES OF ABSENCES:****a) General Leave**

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**Melissa Fiesser**, Janet Lee Public School, September 21, 1998 to January 3, 1999  
**Michelle Friesen**, Elementary Teacher, Jun. 08, 1998 to Feb. 02, 1999  
**Sandra McCormick**, Elementary Teacher, Oct. 26, 1998 to Apr. 30, 1999  
**Nanci-Jane Simpson**, Elementary Teacher, Aug. 17, 1998 to Mar. 19, 1999  
**Madeliene Tanglao-Dwyer**, Elementary Teacher, Sept. 01, 1998 to Oct. 31, 1998

**b) Extensions of Leaves**

That the request of the following staff for an Extension of their Leave, effective as shown, be granted.

**Dale Obermeyer**, Elementary Teacher, Sept. 01, 1998 to Aug. 31, 1999.  
**Cynthia Robinson**, Elementary Teacher, Oct. 5, 1998 to Dec. 31, 1998

**c) Returns from Leaves**

That the following staff be returned from Leaves of Absence, effective as shown:

**Christine Johnson**, Elementary Teacher, return effective Sept. 01, 1998  
**Sophie Krausz**, Elementary Teacher, return effective Sept. 01, 1998  
**Gregory Rodgers**, Elementary Teacher, return effective Sept. 01, 1998  
**Catherine VanOnene**, Elementary Teacher, return effective Sept. 01, 1998  
**Jo-Ann Watts**, Elementary Teacher, return effective Sept. 01, 1998

**D. PROBATIONARY AND PERMANENT CONTRACTS****a) Appointments**

That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

**Jacqueline Annette**, Elementary Teacher, effective Sept. 08, 1998  
**Ann Barrs**, Elementary Teacher, effective Sept. 08, 1998 (.4)  
**Linda Burns**, Elementary Teacher effective Sept. 08, 1998  
**Valerie Cianfrini**, Elementary Teacher effective Sept. 08 1998  
**Josephine LaCentra**, Elementary Teacher effective Sept. 08, 1998  
**Michelle Mula**, Elementary Teacher effective Oct. 01, 1998  
**Janet Ritchie**, Elementary Teacher effective Sept. 08, 1998  
**Julie Stallard**, Elementary Teacher effective Sept. 08, 1998  
**Klaas Walma**, Elementary Teacher effective Sept. 08, 1998



**SECTION V SECONDARY SCHOOL TEACHERS****A. APPOINTMENTS, PROMOTIONS AND TRANSFERS:****a) Promotions**

That **Ivan Kocmarek**, Secondary Teacher, be appointed to the position of Acting Head of Department ( E.S.L. ) , effective Sept. 01, 1998 with salary according to schedule.

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****a) Resignations**

That the date shown for the following staff to Leave the Employ of the Board be approved.

**Patricia K. Rybski**, Secondary School Teacher, effective Aug. 31, 1998

**L.Kim Hutt-Taylor**, Secondary School Teacher, effective Jun. 30, 1998

**Sandra Wynne**, Parkside High School, August 31, 1998

**b) Retirements:**

That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid.

**Marilyn Dolyniuk**, Parkside High School, December 31, 1998

**R. Dennis Franey**, Secondary School Teacher, effective Dec. 31, 1998

**Frank Laberto**, Secondary School Teacher, effective Dec. 31, 1998

**Barbara MacDougall**, Secondary School Teacher, effective Feb. 28, 1999

**Rita Sorger**, Secondary School Teacher, effective Mar. 31, 1999

**C. LEAVES OF ABSENCE****a) General Leaves**

That the requests of the following staff for a Leave of Absence , effective as shown, be granted:

**Assunta Consoli**, Secondary Teacher, June 25, 1998 to March 19, 1998

**Mary Persichini**, Secondary School Teacher, July 27, 1998 to Feb. 02, 1999

**Anthony Sacco**, Secondary School Teacher, Sept. 08, 1998 to Oct. 02, 1998

**b) Reduced Timetable Leave of Absence**

The request for a Leave of Absence to reduce timetables, effective as shown, be granted.

**Karen Guagliano**, Secondary School Teacher, 1.0 to .5 timetable ( 3/3 Sem. 2 only )  
Sept. 01, 1998 to Aug. 31, 1999

**John Liddell**, Secondary School Teacher 1.0 timetable to .66 timetable. effective Sept.  
01, 1998 to Aug. 31, 1999

**c) Extension of Leaves**

That the request of the following teacher for an extension of a Leave of Absence, effective as shown, be granted:

**Laima Pohl**, Secondary School Teacher, Jan. 01, 1999 to Dec. 31, 1999

**D. PROBATIONARY AND PERMANENT CONTRACTS****a) Appointments**

That the following teacher be appointed to the position indicated below, effective September 08, 1998, with salary according to schedule:

**Duane Faris**, Secondary Teacher (.5) (3/3 Sem. 1 only )

**Tannis Hamill**, Secondary Teachers (.5) ( 3/3 Sem. 1 only )

**Eugene Kahgee**, Probationary Secondary Teacher (.5) (3/3 Sem. 1 only )

**Michael Murkovich**, Probationary Secondary Teacher (.5) (3/3 Sem 1only)

**Benjamin Shaperal**, Secondary Teacher (.5) (3/3 Sem 1 only )

To the motion, **CARRIED.**

**6. Staffing Reports****(a) Full Time Equivalent Positions**

D. Russon advised that this report now reflects both City and County employees, and is based on the funding model component.

The following requests were made:

- an additional column for comparison purposes to previous statistics, i.e., January, 1998/December, 1997
- the inclusion of enrolment statistics
- identify the employee groups within the larger categories.

As student numbers are not reported in a way that matches the funding model, D. Grant requested the opportunity to bring back suggestions with respect to reporting enrolment. He cited the difficulty of gathering information from differing computer programs.

**It was moved by J. Dewar: That the Full Time Equivalent Positions as of September 1, 1998 be received for information.**  
**CARRIED.**

**(b) Report on Supply Teacher Usage**

Responding to questions regarding the \$100,000 increase in secondary spending, D. Russon noted these figures only represent City statistics and that the board is actually \$400,000 over budget in this area. A supplementary report was offered to provide further details.

When the Chair determined the amount of work entailed in the preparation of this monthly report, he queried its purpose and validity given the time to prepare it adding to Human Resource's heavy workload. It was his expectation that staff would monitor and report concerns as needed. One trustee explained the report was initially requested by the former City board as an accountability measure to monitor occasional usage, budget overruns and identify over-budget groups. In

addition, the report provided an indication of increased stress and employee wellness.

In further discussing the report, the following was noted:

- Statistics can be provided for the City portion of the operation only, until the new H.R. payroll system is in place
- The possibility of quarterly, rather than monthly reports
- Elementary teachers must be replaced on a daily basis, whereas secondary schools have the flexibility to utilize internal coverage first.

When it was noted that the City had a policy requiring an overall budget report on a quarterly basis, D. Grant stated such a report was not provided in the County. He asked the board's indulgence to review all reports to determine which continue to be required by the board. While welcoming direction from the members, he expressed some reluctance due to the day-to-day work. Given the diminished number of staff and taking trustees' concerns into consideration, B. Wallace stated D. Grant and D. Russon would be responsible for determining which reports are 'critical versus nice to have'.

Regarding the increase of \$400,000 versus 1997 in the City statistics, M. Matier explained a) the difficulty of setting this budget figure, b) this budget has been drastically reduced in the past, and c) the need for absent teachers to be replaced. He added that although an Attendance Management program is in effect in the schools, Superintendents still urge principals to be diligent in managing replacements.

One trustee echoed earlier comments that a policy on absenteeism and performance expectation was important for identifying problem areas, and supported a quarterly report.

It was noted that the total was missing from the Secondary Field Work column.

**It was moved by J. Bishop: That the Report on Supply Teacher Usage as of June 30, 1998 be received for information.**  
**CARRIED.**

#### (c) Temporary Assistance Report

##### Substitute Cleaner/Casual Assistance Usage

##### Temporary Assistance Expenditures

D. Russon identified reasons for increased replacement coverage for the months April to July.

In response to queries, further information was provided as follows:

- The difference between *casual* and *temporary* assistance/coverage
- Casual relates to CUPE employees only
- The Casual report indicates extra assistance and does not take into account overtime. Up to April 1997, there was more overtime rather than casual usage.

Citing an EIC document and earlier discussions this evening re reports, a member advocated trustees and officials first set a joint vision/mission statement together before determining whether reports are no longer necessary.



It was moved by E. Johnstone: That the Temporary Assistance Report - Substitute Cleaner/Casual Assistance Usage and Temporary Assistance Expenditures be received for information.

CARRIED.

D. Russon provided further information in response to questions:

- She was not aware if this report included co-op students, etc.
- Contract positions are not included.
- There is a provision in some collective agreements for temporary employees to become permanent if their assignment continues for more than two years.
- Two lines *Other - Ed. Centre Parking Lot* and *Plant Operations - Security* under Superintendent of Administrative and Operational Services will be removed from this report as these are permanent employees.
- At present time this area is under budget at \$320,010.

It was suggested that this may be one report which may be considered no longer necessary.

#### Report re Pediculosis

M. Botting introduced K. Hibbons, Special Assignment Teacher, Secondary Reform. Emanating from a presentation by Ms. Wendy Teed, staff have consulted with neighbouring boards about a "no- nit" policy. Other boards share our dilemma of an inconsistent response to this problem due to the many issues involved. Staff concluded that what was needed were procedures outlining a consistent approach for schools to follow due to the sensitive nature of this issue.

It was moved by J. Bishop: That a committee be established to develop a draft procedural document for schools in responding to Pediculosis for implementation in January, 1999. Continuance of present school response be supported while committee drafts procedural document.

The committee was urged to seek out those schools known to be proactive in dealing with pediculosis and their 'best practices' taken into consideration. M. Botting agreed that best practices need to be shared throughout the system.

To the motion, CARRIED.

In discussing membership, the following concerns were expressed:

- Committee membership should include a representative from both the Hamilton and Wentworth Home and School Associations due to their long involvement with schools, and preferably an elementary school parent
- Dedicated parent volunteers or schools (such as Robert Land School) with a specific interest in this issue would be a valuable resource to the committee.

M. Botting viewed the committee as being representative across the board and that interested people would be invited to help develop the procedures.

It was moved by E. Johnstone: That the committee membership be one elementary administrator per cluster, an elementary School Council representative per cluster, a representative from the Council of Home and Schools (City and County), a Public Health representative, support personnel and a senior administrator.



**CARRIED.**

It was moved by J. Dewar that the tasks of the committee include the following:

- Value statement as to the school's level of intervention and school response to parent direction
- Review of financial practices and provision of consistent protocols
- Newsletter information to be sent to parents at regular points in the year
- The development of school forms for parent notification, re-entry to school, etc.
- Determination as to when an agency screening of suspected cases is appropriate
- Identification of personnel who provide the screening and the training required for these screeners (parent volunteers, staff, Olsten, etc.)
- Clear description of sanctions and how they are to be used
- Protection of student/family confidentiality.

**CARRIED.**

B. Wallace extended thanks to K. Hibbons on behalf of the committee.

One trustee observed that this was another instance that confirmed the need for operating procedures to be attached to a policy. M. Botting agreed to take this into consideration. It was also clarified that the draft procedures would come back to the committee for approval.

**Social Work Department (County) – Year End Report Highlight Summary (1997-1998)**

A complete copy of this report has been placed in the trustees' lounge.

M. Powell, Supervisor, Social Work Department, presented the report outlining activities, goals, highlights and a number of accompanying tables which reflect the services provided, types of referrals and how support was provided to schools. Based on this year's evaluation, department objectives have been drafted for 1998-1999 with the intent to provide consistency in an amalgamated model.

Appreciative of the report, a trustee sought information on whether it had been County practice to automatically bring a report annually on such initiatives. The response indicated that the number of reports had been reduced over the years, however, some quarterly or annual reports were presented. Several, such as Speech and Language, Psychological Services and SALEP were done on an annual basis, through SEAC. The trustee then expressed hope that an annual report on Adult and Continuing Education might be forthcoming.

Discussion about this report centred on the following issues:

- Department objectives for 1998-99 do not include school/community development, i.e., social skills programs. Social workers have proven very effective in assisting communities and empowering groups to initiate clothing exchanges, food programs, or to work on the playground
- The effectiveness of small groups of students learning social skills versus a class- or school-wide basis was questioned, however, M. Powell commented on the limited time for such research. A trustee suggested peer mediation research conducted by Dr. Chuck Cunningham may provide an opportunity to add further components.
- In working with schools, the department always tries to be responsive to school priorities and dialogue with staff to respond appropriately.
- The staffing complement was 7.5 in the former County board, and is 22 under amalgamation.

It was moved by E. Johnstone: That the Social Work Department (County) Year End Report – Highlight Summary be received for information.  
**CARRIED.**

### Transition Sub-Committee Report

#### Information Technology Transition Committee – Library Information Centre Policy

W. Joudrie presented the report. To ensure consistency of policy format, the recommendation refers the draft to the Joint Advisory Committee. He briefly reviewed the report, noting Operating Procedure #1 had budget staffing implications and the term 'adequate' needed to be defined.

In forwarding the policy to the J.A.C. to ensure a consistent format, one trustee reminded staff that policy format should include the Authority as clarified earlier in the meeting.

**It was moved by J. Rogers: That the Draft Library Information Centre Policy be forwarded to the Joint Advisory Committee.**

A discussion about the process of referring this report to the Joint Advisory Committee followed. Some trustees expressed concern about the appropriateness of forwarding the report to JAC without discussion of its contents and implications, i.e., other alternatives, delivery of service or differentiated staffing models and that forwarding the policy to J.A.C. implied some level of basic agreement with its contents. It was felt that the longer such a discussion was delayed, the more difficult it would be to implement changes, even though it was understood that the board has the ultimate decision.

W. Joudrie acknowledged some discussion re differentiated staffing had taken place at both the transition and workgroup levels. As the committee constitutes a large number of staff and some parent reps, he noted there may be a bias in terms of recommendations in terms of differentiated staffing, however, the report is representative of what was submitted by that committee.

M. Matier assured trustees there were several opportunities for input on this report. The Education Committee has the mandate to make changes, as does J.A.C. before it comes back to committee and board for approval.

Other comments related to the process involved:

- alternative staffing must be discussed at this committee level in order for JAC to be aware of trustees' staffing concerns. If this issue goes to JAC without such a discussion, it was hoped the senior official would identify the concern to ensure an open debate on alternative staffing issues. W. Joudrie confirmed the issue had been brought to the committee's attention and was recognized as an area of concern.
- In order to address staffing concerns, it was suggested that 1. Operating Procedures be reworded, i.e. Add *and staff* and remove the words *Teacher-Librarian(s) and qualified support staff (Library Technicians/Clerical)*.

One trustee expressed concern about the recent changes in library staffing and its effect upon large middle schools, as well as the inconsistent use of teacher librarians.

**It was moved in amendment by J. Bishop: That 1. Operating Procedures be reworded as follows:**



The Hamilton-Wentworth District School Board shall dedicate adequate budget, facilities and staff to ensure the provision of equitable access to:

- Information resources
- information technologies
- information literacy instruction within an integrated curriculum

One member asked if this report was the result of the amalgamation of two existing policies; however W. Joudrie responded in the negative. It will be the decision of J.A.C. and the board as to whether such a policy is needed. The trustee added that she was not in favour of establishing a policy at the present time due to the questions raised by trustees.

A member observed that the concern about staffing emanated from discussions about differing practices within libraries. She also noted neither a vision for future libraries nor a definition of a school library information centres were identified within the report. Other issues surfaced included: a) delivery of service, b) changes in terminology and linkage, c) how computers will be used, d) the role of library staff and e) the adequate use of library resources and staff.

W. Joudrie replied that discussions had "gone beyond books on shelves and the walls of the library" to include access to internet, information and resources and communication. The School Library Information Centre Advisory Committee and senior officials will be seeking input from a variety of constituent groups in terms of resource use.

The following comments were put forth in discussing the advisory committee membership and to increase community representation:

- This is an advisory committee, not a decision-making body, whose intent is to encourage lively debate on issues
- Elementary and Secondary Teacher Librarians were considered necessary for their knowledge of library applications.
- Eliminate either the two principals or two teachers to increase community representation.
- Include local internet network organizations.
- The first bullet under Terms of Reference was an appropriate focus for community members whereas the operational and technical details were more staff-oriented.

Under Operating Procedures, several issues were voiced: a) the aspect about enjoyment of reading was missing b) What does equitable access mean? c) Not all children have the internet at home.

Members felt it was more appropriate to refer the report back to the workgroup

**It was moved in amendment to the amendment by J. Bishop: That the Draft Library Information Centre Policy be referred back to the Work Group.**

Two trustees voiced their disappointment that the debate was being limited by the referral motion.

**To the referral motion, CARRIED.**

The Chair noted this motion would not go forward to board. He urged trustees to discuss any concerns with W. Joudrie.

**10. School Trips**

It was moved by J. Bishop: That the following trip requests be approved:

- a) Grade 6 (Science) – Glen Brae School, Sunship Earth Environmental Science Program – Camp Wanakita, Haliburton, Ontario from September 22-25, 1998, inclusive;
- b) Grade 10 – Westdale School, Physical Geography Field Study – Bruce National Park, Ontario from September 23 – 24, 1998, inclusive.

**CARRIED.**

**10a. Vice-Principals**

Referring to information dated June 29<sup>th</sup> re the placement of Vice-Principals and Principals, a trustee asked if the twinning policy had been changed and requested clarification about Vice-Principal placements. She was particularly concerned about the impact to Earl Kitchener and Hess Street Schools.

M. Matier responded there was no policy change. As it is no longer possible for Vice-Principals to teach, they must administer all day. In the past, Vice-Principals were divided between a twinned site and a parent site, whereas now they are between two twinned sites.

K. Bain indicated his willingness to bring a report to next month's Education Committee (and this was appreciated).

**10b. School Secretaries**

A verbal report on whether schools had adequate secretarial support after downsizing was requested.

The following information was discussed:

- 115 OSSTF clerical positions were affected by the bumping process. 27 staff were put on the priority casual list and all have been placed in temporary assignments. Eight employees elected severance
- There is at least one secretary in each elementary school with more than 100 students
- A number of requests have been received to establish the committee to review allocations.

M. Matier acknowledged that this was one of the tasks of a Superintendent who retired in May and would be assumed by another senior official in the near future.

- Secretaries can be assigned to any school in the system.

**CORRESPONDENCE:**

Nil

**DISTRIBUTION:****11. Update on Instructional Services Teacher Staffing**

M. Botting advised she would provide further information once the remaining positions were identified.

**12. Ministry of Education and Training re Section 27 Funding**

M. Botting indicated approval had also been received for the George R. Force and Hats Off/County Program and a further update will be forthcoming. Additional information about the Section 27 programs within our board will be provided at a future Education Committee meeting.



Public Questions for Clarification

Nil.

Future Meetings

Trustees B. Wallace and E. Johnstone indicated conflicts for the October Education Committee meeting date. An alternative date will be established. A Joint Advisory Committee meeting is tentatively scheduled for September 22.

Adjournment

It was moved by J. Bishop: That the meeting adjourn, this being done at 8:55 p.m.

CV



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A33E

1998

*THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD*

*SPECIAL MEETING OF THE EDUCATION COMMITTEE*

*SEPTEMBER 24, 1998*

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of Agenda

B. Wallace

ACTION ITEM:

3. Personnel Report

D. Russon

URBAN MUNICIPAL

SEP 24 1998

GOVERNMENT DOCUMENTS





## SECTION V

## ELEMENTARY TEACHERS

## A. APPOINTMENTS AND TRANSFERS

1) Appointments

May be names submitted as a lay-down at September 24, 1998 Meeting.

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That the date September 18, 1998 for **Iiana Agnew** to Leave the employ of the Board, be approved.

## C. LEAVES OF ABSENCE - Nil

## D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

(i) That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

**Barbara Brawn**, October 1, 1998:

**Susan Pancoe (.5)**, September 14, 1998

May be additional names submitted as a lay-down at September 24, 1998 Meeting.

## E. OTHER MATTERS REQUIRING BOARD ATTENTION

1) Loan of Service

That the request of **Barbara Burns** to extend her Loan of Service with the Department of National Defence, effective September 1, 1999 to August 31, 2000, be granted.

## SECTION VI

## SECONDARY TEACHERS

## A. APPOINTMENTS AND TRANSFERS

1) Appointments

That the following teachers be appointed to the positions indicated below, effective September 25, 1998 to February 2, 1999:

**John Evans**, Assistant Head of Science

**Julia Kinar**, Head of Library

May be names submitted as a lay-down at September 24, 1998 Meeting.

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That the date September 16, 1998 for **Ginette Lalonde-Kontio** to Leave the employ of the Board, be approved.

## C. LEAVES OF ABSENCE - Nil

## D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

**David Behiel** (.5) (3/3 Sem. 1 Only), September 10, 1998

**Thomas Ortwein**, (.5) (3/3 Sem. 1 only), September 28, 1998

**Alma Rivero-Pittaway** (.5) (3/3 Sem. 1 Only), September 21, 1998

**Jason Smith**, (.5) (3/3 Sem. 1 only), September 28, 1998

**Evdoxia Trikoupis** .16 (1/3 Sem. 1 Only), September 17, 1998

May be additional names submitted as a lay-down at September 24, 1998 Meeting.

## E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

CAS ON HW W 26

A33E

1998

**URBAN  
MUNICIPAL**

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
EDUCATION COMMITTEE  
OCTOBER 7, 1998**

**6:00 p.m. [please note the time]**

**A G E N D A**

**6:00 p.m.**

B. Wallace

1. Call to Order
2. Approval of Minutes of August 27, September 1, September 3, September 24, 1998
3. Business Arising from the Minutes
4. Approval of Agenda

**URBAN MUNICIPAL**

**OCT 15 1998**

**DELEGATIONS**

5. Foster Parents Association of the Children's Aid Society

**GOVERNMENT DOCUMENTS**

**ACTION ITEMS:**

6. Transition Sub-Committee Report
  - (a) Assessment, Evaluation and Reporting
7. CAT II Report and Assessment Schedule
8. Identification Criteria for IP&RCs
9. Report of the Supervised Alternative Learning for Excused Pupils Committee
10. Personnel Report
11. Staffing Reports
  - (a) Full Time Equivalent Positions
  - (b) Education Committee Reports – Staffing Report, Report of Casual Usage (CUPE),  
Report on Supply Teacher Usage and Temporary Assistance Expenditures
12. Performance Appraisal System for the former Hamilton Board of Education
13. Freedom of Information Activities (FOI) 1997/98
14. Vice-Principal Allocation Process
15. Parent Conference
16. Staffing – Education Centre Parking Lot (*Report will be distributed at the meeting*)

M. Botting

M. Botting

M. Botting

M. Botting

D. Russon

D. Russon

D. Russon

D. Russon

D. Russon

K. Bain

J. Allison

A. Cupido

**CORRESPONDENCE:**

Nil.

**DISTRIBUTION:**

17. Special Classes Across the System
18. Immunization Memo
19. M.O.E.T. re Section 27 grants

**20. Public Questions for Clarification**

**Future Meetings:**

Regular Board

Special Education Advisory Committee

October 22, 1998

October 28, 1998

8:00 p.m.

7:15 p.m.





**MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE**

**AUGUST 27, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop, Janice Dewar, Eleanor Johnstone, Joseph Rogers and Ray Mulholland.

**Also present:** Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Elizabeth Bond (Superintendent of Education - Secondary East), Krys Croxall (Superintendent of Education - County East), Tony Cupido (Superintendent of Plant Services), Pat Gillie (Superintendent of Education - Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education - City East) and Ken Waters (Superintendent of Education - Secondary West).

Also in attendance:  
Deborah Russon, Manager – Human Resources

The Chair called the meeting to order at 7:26 p.m.

**2. Approval of Agenda**

It was moved by E. Johnstone: That the agenda be approved as distributed.

The following items were added:

(a) Personnel Report - #3 – Pages 3-17 to 3-22

To the motion, as amended, **CARRIED**.

**3. Personnel Report**

In presenting the report, D. Russon noted that, in the added recommendations, several teacher names were deleted from the report attached to the agenda since the required documentation relating to their hiring had not been received. She anticipated bringing the recommendations covering these teachers to a Special Meeting of the Education Committee meeting scheduled next week.

It was moved by J. Dewar: That the Personnel Report dated August 27, 1998 be adopted and the recommendations contained therein be approved:

**SECTION I K. Croxall, Superintendent of Schools**

**A. APPOINTMENTS AND TRANSFERS - Nil**

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

**a) Resignation**

That the date shown for the following staff to Leave the Employ of the Board, be approved:

**Lynda MacDonald**, Elementary Teacher, effective August 31, 1998

**C. LEAVE OF ABSENCE****a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Melissa Fiesser**, Elementary Teacher, September 21, 1998 to January 4, 1999  
**Lucille Matias**, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.7)  
**Ruth-Ellen Smith**, Elementary Teacher, August 28, 1998 to December 31, 1998 (1.0)  
**Heidi Tones**, Elementary Teacher, February 25, 1998 to August 31, 1999 (1.0)

**D. PROBATIONARY AND PERMANENT CONTRACTS - Nil**

That the following be appointed to the probationary staff, effective September 1, 1998, with salary according to the salary schedule:

**Michelle Davis**, Green Acres  
**Angela Giardino**, Eastdale  
**Gayle Gowling**, Janet Lee  
**Megan Harper**, Tapleystown, Billy Green  
**Nicole Jones**, Tapleystown  
**Diana McComb**, Tapleystown  
**Susan Pasian**, Green Acres  
**Victoria Robertson**, Tapleystown

**E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil****SECTION II K. Bain, Superintendent of Schools****A. APPOINTMENTS AND TRANSFERS**

It is recommended that the following appointment be approved, effective September 1, 1998, with salary according to the salary schedule:

**Brenda Reeves**, Assistant-to-the-Unit Principal, Greenville  
**Greg Moore**, Assistant-to-the-Unit Principal, Bell-Stone

**B. RESIGNATIONS, RETIREMENT AND TERMINATIONS - Nil****C. LEAVES OF ABSENCE****a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Elizabeth Bonneville**, Elementary Teacher, September 8, 1998 to March 12, 1999 (1.0)  
**Valerie Atkinson**, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.4)  
**Kryisia Robinson**, Elementary Teacher, September 1, 1998 to December 31, 1998 (1.0)  
**Theresa Blanken**, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.2)  
**Jan Hall-Apostol**, Elementary Teacher, September 1, 1998 to August 31, 1999 (0.1)  
**Shirley Wilson**, Elementary Teacher, October 7, 1998 to January 31, 1999 (1.0)

**D. PROBATIONARY AND PERMANENT CONTRACTS - Nil**

That the following be appointed to the probationary staff, effective September 1, 1998, with salary according to the salary schedule:

**Terri Zwicker**, Spencer Valley  
**Ian Little**, Spencer Valley  
**Greg Dilworth**, Dundas District  
**Sarah Little**, Dundas District  
**John Pullen**, Dundas District  
**Michele Klein**, Dundas District  
**Karyn Fritz**, Dundas District  
**Brenda Snyder**, Ancaster Senior  
**Allan Boyan**, Ancaster Senior  
**Sabine Pirnat-Redden**, Ancaster Senior  
**Craig Hicks**, Guy Brown  
**Steve Black**, Guy Brown, Dundas Central  
**Nelson Stewart**, Flamborough Centre  
**Trish Toffner**, Dr. Seaton/Sheffield, Millgrove, Greensville  
**Sharon Ormerod**, Glenwood, Balaclava  
**Sarah Coyne**, Yorkview  
**Penny Williams Widdup**, Mary Hopkins  
**Doreen Brooks**, Mary Hopkins  
**David Pasian**, Eastdale

**E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil****SECTION III K. Waters, Superintendent of Schools****A. APPOINTMENTS AND TRANSFERS**

It is recommended that the following appointments be approved, effective from September 1, 1998 to January 31, 1999:

**Joanne Restivo**, Assistant Head of Guidance, Ancaster High School  
**Donna Hale**, Assistant Head of Business, Ancaster High School  
**Gary Kay**, Assistant Head of Science, Ancaster High School  
**Cheryl Greenaway**, Assistant Head of English, Ancaster High School  
**Christine Nicolaides**, Assistant Head of Science, Orchard Park Secondary School

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****a) Resignation**

That the date shown for the following staff to Leave the Employ of the Board, be approved:

**Kelly Shurr**, Secondary Teacher, effective July 29, 1998



**C. LEAVE OF ABSENCE****a) General Leave**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Lisa Nutley, Secondary Teacher, June 15, 1998 to January 31, 1999 (1.0)

**D. PROBATIONARY AND PERMANENT CONTRACTS**

That the following be appointed to the probationary staff, effective September 1, 1998, with salary according to the salary schedule:

Allison Armstrong, Parkside High School  
Scott Bruce, Parkside High School  
Annette Byrne-Fratoni, Ancaster High School  
Mary-Ann Campanelli, Waterdown District High School  
Nancy Castura, Ancaster High School  
John Clapiz, Highland Secondary School  
Elena Cocuzza, Saltfleet District High School  
Sherry Cooper, Saltfleet District High School  
Tim Dodds, Saltfleet District High School  
Lisa Dupuis, Parkside High School  
Halina Dziewa, Ancaster High School  
Patrick Elliott, Orchard Park Secondary School  
Paolo Faccio, Orchard Park Secondary School  
Noah Gardner, Parkside High School  
Patti Haygarth, Saltfleet District High School  
Frances Holden, Ancaster High School  
Janice Hughes, Highland Secondary School  
Penny Hunter, Waterdown District High School  
Jennifer Hutzal, Highland Secondary School  
Paul Kapshey, Parkside High School  
Katrina Krivankova, Parkside High School  
Robert Kurpeikis, Parkside High School  
Erika Lauchlan, Parkside High School  
Brian Lenart, Highland Secondary School  
Pam Linton, Orchard Park Secondary School  
Grant Mattice, Orchard Park Secondary School  
Jason Monteith, Highland Secondary School  
Julia Northcott, Parkside High School  
Katherin O'Hara, Ancaster High School  
Elizabeth Piccione, Ancaster High School  
Gerard Prangle, Waterdown District High School  
Alice Schmuck, Orchard Park Secondary School  
Lino Scoccia, Saltfleet District High School  
Mike Smith, Highland Secondary School  
Sandra Steeds, Highland Secondary School  
Marianne Susi, Ancaster High School  
Peter Vasil, Orchard Park Secondary School  
Derek Wardell, Orchard Park Secondary School



**E. OTHER MATTERS REQUIRING BOARD ATTENTION**

That in accordance with Article 10.06 of the Secondary Collective Agreement, it is recommended that the following secondary teachers be granted credit for related experience, effective as shown:

**John Clapiz**, 9 years which equates to 4.5 years on the salary grid

**Robert Kurpeikis**, 10 years which equates to 5 years on the salary grid

**SECTION IV D. Grant, Superintendent of Business and Treasurer****A. APPOINTMENTS AND TRANSFERS - Nil****B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****a) Retirements**

That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Mary Podrebarac**, Cleaner, August 31, 1998

**Beverley Myers**, Secretary, March 31, 1999

**b) Resignation**

That the date shown for the following staff to Leave the Employ of the Board, be approved:

**Catherine Bottrell**, Human Resources Officer, July 17, 1998

**C. LEAVE OF ABSENCE****a) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Sandra Sanderson**, Caretaker, July 20, 1998 to August 7, 1998 (1.0)

**Jennifer Weusten**, Secretary, September 1, 1998 to December 31, 1998 (1.0)

**b) Leave of Absence - Change**

That the dates of the Leave of Absence granted to the following staff, at a previous meeting, be changed to:

**Sharon Kolenski**, Receptionist, January 5, 1998 to August 31, 1998 (0.5)

**D. PROBATIONARY AND PERMANENT CONTRACTS - Nil****E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**

**SECTION V M. Botting, Superintendent of Instructional Services****A. APPOINTMENTS AND TRANSFERS - Nil**

That the following staff be appointed to the one year term position indicated below, effective September 1, 1998, with salary according to the salary schedule:

**Joan Kott**, Consultant, Environmental & Outdoor Education  
**Dan Palango**, Consultant, Experiential Learning  
**Ken Sanford**, Consultant, Language/Mathematics  
**Laura Romano**, Consultant, Language/Social Studies  
**Mary Lou Kestell**, Consultant, Mathematics/Science & Technology  
**Bob Waterhouse**, Consultant, Special Education  
**Rob Stringer**, Special Assignment Teacher, Information Technology  
**Shirley Swannack**, Consultant, ESL/NSL & Antiracism  
**Dan Walker**, Special Assignment Teacher, Information Technology

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****a) Retirement**

That the resignation of **Leona Skolrood**, for the purpose of retirement, effective September 25, 1998, be accepted with regret and the Board's gratuity be paid.

**C. LEAVE OF ABSENCE****a) General Leave**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Pamela Battersby**, Educational Assistant, September 8, 1998 to December 31, 1998  
(1.0)

**b) Leave of Absence - Change**

That the Leave of Absence granted to the following staff at a previous meeting, be changed to:

**Judy Nathanson**, Speech Language Pathologist, September 1, 1998 to August 31, 1999  
(1.0)

**D. PROBATIONARY AND PERMANENT CONTRACTS - Nil****E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil****SECTION VI D. Russon, Manager, Human Resources****A. APPOINTMENTS AND TRANSFERS****1) Promotions and Appointments**

(i) That the following staff be appointed to the one year term position indicated below, effective September 1, 1998, with salary according to the salary schedule:

Catherine Alchin, Consultant, Career Education & Planning  
Rosemary Coomber, Special Assignment Teacher, Language  
Lesley Cordero, Consultant, Information Technology  
Katharine Hibbins, Special Assignment, Teacher Advisor System  
– Secondary Reform  
Lynn Howarth-McCue, Consultant, Early Childhood Education  
Rita Knapp, Consultant, Special Education  
Joanne Languay, Special Assignment Teacher, Mathematics  
Sandra Law, Consultant, Section 27  
John McKnight, Special Assignment Teacher, Information Technology  
Robert Morrallee, Consultant, Special Education  
Dawn Mutton, Special Assignment Teacher, Behaviour Resource  
Steve Staios, Consultant, Special Education  
Mary Jean Tyczynski, Consultant, Social Studies/Science & Technology  
Joyce Whittle, Special Assignment Teacher, Science & Technology

(ii) That the following teachers be appointed to the position indicated below, effective September 1, 1998, with salary according to the salary schedule:

Paul Barwinski, Acting Head of Department (Physical and Health Education)  
Carolyn Beasley, Acting Head of Department (Student Services)  
Luana Cox, Acting Head of Department (Student Services)  
Elaine Crawford, Acting Head of Department (Student Services)  
Paul Guagliano, Acting Head of Department (Physical and Health Education)  
Lyle Gauley, Acting Head of Department (English)  
Wendy Hutton, Acting Head of Department (Student Services)  
Tina Kehl, Acting Assistant Head of Department (Academic)  
Steven Kerr, Acting Assistant Head of Department (Science)  
Melvin LaForme, Acting Head of Department (History)  
Maelly Lew, Acting Head of Department (Science)  
Susan Little, Acting Head of Department (English)  
Judith Linfoot, Acting Head of Department (Languages)  
Janet MacLennan, Acting Assistant Head of Department (Student Services)  
Christine McKinty, Acting Assistant Head of Department (Student Services)  
James Morgante, Acting Head of Department (Mathematics)  
M. Jane Murray, Acting Assistant Head of Department (Technical Education)  
Brian Ryder, Acting Head of Department (Science)  
Eileen Shannon, Acting Head of Department (Mathematics)  
Marian Springer, Acting Head of Department (Student Services)  
M. Elaine Tschofen, Acting Assistant Head of Department (Student Services)  
Anthony Viola, Acting Head of Department (Business)

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

### 1) Resignations

(i) That the date shown for the following staff to Leave the Employ of the Board be approved and that they receive severance:



**Paula Boothe**, Computer Programmer (Clerical & Technical Staff), December 31, 1998  
**Kelsey Crawford**, Secretary (Professional Administrative Support Staff), August 31, 1998  
**Timothy Parrow** Computer Programmer (Clerical & Technical Staff), December 31, 1998  
**Carol-Ann Robinson**, Secretary (Clerical & Technical Staff), August 31, 1998  
**Rebecca Toth**, Attendance Secretary (Clerical & Technical Staff), August 31, 1998  
**Carol Watson**, Elementary School Secretary (Clerical & Technical Staff), August 31, 1998

(ii) That the date shown for the following to Leave the Employ of the Board be approved:

**Judith Dalmer**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998

**Dianne Maki**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
June 26, 1998

**Wayne Teicht**, Secondary Teacher, August 31, 1998

**Leslie Walberg-Hegan**, Social Worker (Professional Student Services Personnel),  
June 30, 1998

**Derek Walker**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998

**David Weir**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998

## 2) Early Exit Plan Applications

That the following employees have accepted the December 31, 1998 exit date under the Early Exit Plans:

**Marie DesRoches**, Secondary School Library Technician (Clerical & Technical Staff)

**Leonard Dixon**, Manager, Technical Services (Professional Administrative Support Staff)

**Elizabeth Olexiuk**, Elementary School Secretary (Clerical & Technical Staff)

**Carole Paige**, Library Technician (Clerical & Technical Staff)

## 3) Retirements

(i) That the resignation of **Michael MacNeil**, Elementary Teacher, for the purpose of retirement, effective June 30, 1998, be accepted with regret and the Board's gratuity be paid on a pro-rated basis.

(ii) That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Malcolm MacLeod**, Elementary Teacher, August 20, 1998

**Carol Renn**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998

**Joan Stewart**, Educational Assistant (Educational and Lunchroom Assistant Staff),  
August 31, 1998

## C. LEAVES OF ABSENCE

### 1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:



**Stacey Avery-Raposo**, Educational Assistant (Educational and Lunchroom Assistant Staff), August 31, 1998 to December 25, 1998  
**Karen Benevides**, Elementary School Secretary (Clerical & Technical Staff), July 27, 1998 to August 28, 1998  
**Rudolf Brejak**, Elementary Teacher, September 1, 1998 to December 31, 1998  
**Marianna Cappelletti**, Secondary Secretary (Clerical & Technical Staff) August 31, 1998 to April 30, 1999 and June 4, 1999 to July 21, 2000  
**Darlene DiSalvia**, Elementary Teacher, September 1, 1998 to March 19, 1999  
**Christine Filip**, Elementary Teacher, September 8, 1998 to March 19, 1999  
**Diane Kunz**, Educational Assistant (Educational and Lunchroom Assistant Staff), September 1, 1998 to December 31, 1998  
**Jane Kasapowitsch**, Educational Assistant (Educational and Lunchroom Assistant Staff), September 1, 1998 to June 30, 1999  
**Wilma MacNeil**, Educational Assistant (Educational and Lunchroom Assistant Staff), May 4, 1998 to June 26, 1998 and September 1, 1998 to June 30, 1999  
**Frank McGrimmond**, Assistant Caretaker (Caretaking & Maintenance Staff), June 22, 1998 to August 17, 1998  
**Ana Misiti**, Secondary School Secretary (Clerical & Technical Staff), July 10, 1998 to June 30, 1999  
**Tara Opie**, Elementary Teacher, September 1, 1998 to April 30, 1999  
**S. Elaine Pilgrim-Susi**, Elementary Teacher, September 14, 1998 to March 26, 1999  
**Cindy Wolf**, Educational Assistant (Educational and Lunchroom Assistant Staff), July 27, 1998 to January 22, 1999  
**Mona Weil**, Elementary Teacher, April 28, 1998  
**Beverley Zalic**, Elementary Teacher, October 1, 1998 to March 31, 1999

2) Leave Extensions

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Agnese Bonin Labrecque**, Secondary Teacher, 1998 09 01 (.66) (2/3 Sem. 1 & 2))  
**Ray Knarr**, Elementary Teacher, September 1, 1998  
**Katacha Kun**, Elementary Teacher, 1998 09 01  
**Gerry McDonnell**, Caretaker (Caretaking & Maintenance Staff), July 20, 1998 to December 31, 1998  
**Dale Obermeyer**, Elementary Teacher, September 1, 1998  
**Dianne Parr**, Sr. Speech/Language Pathologist (Professional Administrative Support Staff), July 17, 1998 to August 30, 1998  
**Richard Piet**, Secondary Teacher, September 1, 1998 to August 31, 1999  
**Mary Rishaur**, Elementary Teacher, September 1, 1998 (.5)  
**Cynthia Robinson**, Elementary Teacher  
**Tina Robinson**, School Secretary (Clerical & Technical Staff), July 1, 1998 to August 31, 1998  
**Suzanne Rich**, Elementary Teacher, September 1, 1998 to December 31, 1998  
**Cheryl Weston-Shepherd**, Educational Assistant (Educational and Lunchroom Assistant Staff), September 1, 1998 to June 30, 1999  
**Jennifer Wilson-Bridgman**, Elementary Teacher, September 1, 1998 to August 31, 1999  
**Janet Wolfe**, Elementary Teacher, September 1, 1998 to August 31, 1998  
**Fern Zimmerman**, Elementary Teacher, September 1, 1998 to August 31, 1999

3) Four Over Five

- (i) That the Board approve a Leave of Absence under the Salary Holdback Plan (Four over Five) under the Secondary Collective Agreement for **Phylis Festing** for the second semester of the 1999-2000 school year.
- (ii) That the Board approve a Leave of Absence under the Salary Holdback Plan (Four over Five) under the Secondary Collective Agreement for **Barry Hutton** for the first semester of the 1999-2000 school year.
- (iii) That the Leave of Absence under the Salary Holdback Plan (Four over Five) for **Karen Tsuji**, Secondary Teacher, be amended to February 1, 1999 to January 31, 2000.

2) Reduced Workload Leaves

- (i) That the requests of the following teachers for Reduced Workload Leaves of Absence, effective September 1, 1998 to August 31, 1999, be granted:

**Marianne Bailey**, Elementary Teacher, 1.0 to .7  
**Katherine Black**, Elementary Teacher, 1.0 to .5  
**Linda Charko**, Elementary Teacher, 1.0 to .5  
**Laura DiMatteo**, Elementary Teacher, 1.0 to .6  
**Laura Dowling**, Elementary Teacher 1.0 to .7  
**Paula Friend**, Elementary Teacher, 1.0 to .5  
**Jeanelle Horlacher**, Elementary Teacher, 1.0 to .5  
**Doreen Johnston**, Elementary Teacher, 1.0 to .5  
**Nancy Koegler**, Elementary Teacher, 1.0 to .5  
**Kathryn Kohler**, Elementary Teacher, 1.0 to .5  
**Marie Lemieux-McCluskey**, Elementary Teacher, 1.0 to .5  
**Janet MacLeod**, Secondary Teacher 1.0 to .66 (2/3 Sem. 1&2)  
**Patti McMaster**, Elementary Teacher, 1.0 to .5  
**Cathy Morningstar-Misiak**, Elementary Teacher, 1.0 to .5  
**Sharon Roth**, Secondary Teacher 1.0 to .66 (2/3 Sem. 1&2)  
**Cheryl Rowatt**, Secondary Teacher 1.0 to .66 (2/3 Sem. 1&2)  
**Cherilyn Salciccioli**, Elementary Teacher, 1.0 to .5  
**Janice Spring**, Elementary Teacher, 1.0 to .9  
**Christine Tate**, Elementary Teacher, 1.0 to .5  
**Suzanne Weatherdon**, Elementary Teacher, 1.0 to .5  
**Catherine Webster**, Elementary Teacher, .7 to .5

- (ii) That requests of the following teachers for an extension of their Reduced Workload Leaves of Absence, effective September 1, 1998 to August 31, 1999, be granted:

**Alayne Allan**, Elementary Teacher, 1.0 to .5  
**Linda Arndt**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Josephine Bergeron Scibetta**, Elementary Teacher, 1.0 to .5  
**Tammy Biggs**, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
**Louise Booth**, Elementary Teacher, 1.0 to .5  
**Julie Capretta**, Elementary Teacher, 1.0 to .5  
**Linda Chenoweth**, Elementary Teacher, 1.0 to .5  
**Lesley Chiasson**, Elementary Teacher, 1.0 to .5



Trevor Chiasson, Elementary Teacher, 1.0 to .5  
Rita Corsini, Elementary Teacher, .7 to .5  
Susanna Costa-Popivich, Elementary Teacher, 1.0 to .5  
Jane Craibbe, Elementary Teacher, 1.0 to .8  
Brenda Dagg, Elementary Teacher, 1.0 to .5  
Caryl Durst, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Donna Evans, Elementary Teacher, 1.0 to .8  
Jane Fletcher, Elementary Teacher, 1.0 to .5  
Paula Gallant, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Anna Gusenbauer, Elementary Teacher, 1.0 to .5  
Sylvia Holinaty, Secondary Teacher, 1.0 to .5 (3/3 Sem. 1 only) [Job Share with W. Holinaty]  
William Holinaty, Secondary Teacher, 1.0 to .5 (3/3 Sem. 2 only) [Job Share with W. Holinaty]  
Arde Hollingsworth, Elementary Teacher, 1.0 to .5  
Nancy Holmes, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Kathleen Johnson, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Sandra Levy, Elementary Teacher, .7 to .5  
Heather Lewis, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Melinda Lula, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Patricia Loney, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Barbara Makins, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Elisena Mycroft, Elementary Teacher, 1.0 to .5  
Pamela Peterson, Elementary Teacher, 1.0 to .7  
Lisa Reynolds, Elementary Teacher, 1.0 to .5  
Heidemarie Rinas, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Barbara Russell-Morse, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Adele Schiedel, Secondary Teacher, 1.0 to .83 (3/3 Sem. 1, 2/3 Sem. 2)  
Linda Schultz, Elementary Teacher, 1.0 to .5  
Anne-Marie Scoular-Sacchetti, Elementary Teacher, 1.0 to .5  
Susan Shaker, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Anne Simpson, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Marjorie Steele, Elementary Teacher, 1.0 to .5  
Madeleine Tanglao-Dwyer, Elementary Teacher, 1.0 to .5  
Christine Tartaglia, Elementary Teacher, 1.0 to .5  
Judith Taylor, Elementary Teacher, 1.0 to .9  
Barbara Thoman, Elementary Teacher, .7 to .5  
Carrie Tyrosvoutis, Elementary Teacher, 1.0 to .5  
Victoria Weekes, Secondary Teacher, 1.0 to .5 (3/3 Sem. 1 Only)  
Evelyn Wilkie, Secondary Teacher, 1.0 to .66 (2/3 Sem. 1 & 2)  
Barbara Yarwood, Elementary Teacher, 1.0 to .5

**5) Return from Leave of Absence**

That the following staff be returned from Leaves of Absence, effective as shown:

Susan D'Angelo, Educational Assistant (Educational and Lunchroom Assistant Staff),  
June 1, 1998

Agnese Bonin Labrecque, Secondary Teacher, September 1, 1998 (.33) (1/3)

Susan McKague, Secondary Teacher, September 1, 1998

Barbara McVittie, Elementary Teacher, September 1, 1998

Cathy Morningstar-Misiak, Elementary Teacher, September 1, 1998 (.5)

Wendy Reeson, Elementary Teacher, September 1, 1998

**Heather Rex**, Secondary Teacher, September 1, 1998  
**Mary Rishaur**, Elementary Teacher, September 1, 1998  
**Sharon Roth**, Secondary Teacher, September 1, 1998 (.66) (2/3 Sem. 1& 2)

**D. PROBATIONARY AND PERMANENT CONTRACTS**

**1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective September 1, 1998, with salary according to the salary schedule:

**Ana Ajdinovic**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Dian Alexandre**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Tracey Angelini**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Theresa Anderson-Wong**, Elementary Teacher (.5)  
**Gavin Barringer**, Elementary Teacher  
**Joel Bates**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Sheri Beattie**, Elementary Teacher  
**Patricia Bell**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Todd Bell**, Elementary Teacher  
**Nancy Bettig**, Elementary Teacher  
**Tina Black**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Andrew Boldt**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Michel Bosse**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Sandra Bowman**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**James Bradley**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Amanda Brawn**, Elementary Teacher  
**Jacqueline Brown**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Cynthia Brown**, Elementary Teacher  
**Susan Bruce**, Elementary Teacher  
**Tracey Burchell**, Elementary Teacher  
**Leona Byrne**, Elementary Teacher  
**Jamie Cain**, Elementary Teacher  
**Glynis Caldwell**, Elementary Teacher  
**Carolyn Campbell**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Anne Carey**, Elementary Teacher  
**Lisa Cassiani**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Michael Castellani**, Elementary Teacher  
**Stefanie Cecchini**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Naomi Chiarot**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Kevin Clark**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Mark Cole**, Elementary Teacher  
**Alexander Colic**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Renee Crawford**, Elementary Teacher  
**Leslie Crompton**, Elementary Teacher (.5)  
**Hilary Cushnie**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Robert Cutler**, Elementary Teacher  
**Deborah Deans**, Elementary Teacher (.8)  
**Donald DePasquale**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**John DeTullio**, Elementary Teacher  
**Sandra Devins-Lidgey**, Elementary Teacher



Karen Dick, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Maria DiFalco, Elementary Teacher  
Julie DiLiberto, Elementary Teacher  
Heather Donaldson, Elementary Teacher  
Susan Enright, Elementary Teacher  
John Farrell, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Jason Fletcher, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Kristen Gilbank- Savoi, Elementary Teacher  
Susan Gillies, Elementary Teacher  
Shawn Gordon, Elementary Teacher  
Allan Grant, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Shelley Greenspoon, Elementary Teacher  
Colleen Gregg, Elementary Teacher  
Beth Grosso, Elementary Teacher (.5)  
Marcia Hargot, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Anne Harrison, Elementary Teacher (.9)  
Logan Heath, Elementary Teacher  
Michelle Heser, Elementary Teacher (.5)  
Steven Hilbert, Elementary Teacher  
Denise Hogg, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Kathy Horton, Elementary Teacher  
Irena Howard, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Leanne Huegel, Elementary Teacher (.5)  
Timothy Illman, Elementary Teacher  
Sandra Inglis, Elementary Teacher  
John Ioannou, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Jennifer Jacobs, Elementary Teacher  
Frances Jakopin, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Barbara Jalsevak, Elementary Teacher  
Sharon Jamieson, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Leslie Jenkins, Elementary Teacher  
Brendan Johnson, Elementary Teacher  
Brooke Kauth, Elementary Teacher  
Lois-Ann Kohar, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Jonathan Kolari, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Victoria Labadia, Elementary Teacher  
Ginette Lalonde-Kontio, Secondary Teacher (.16) (1/3 Sem. 1 Only)  
Keara Lampman, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Bradley Langmead, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Kleoniki Lazaridis, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Patrick Lennon, Secondary Teacher (.33) (2/3 Sem. 1 Only)  
Margaret Linton, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Deborah Long, Elementary Teacher  
Patricia Loopstra, Secondary Teacher  
Scott Macdonald, Elementary Teacher  
Wendy MacIntosh, Elementary Teacher  
Peggy MacLeod, Elementary Teacher (.8)  
Anthony Marco, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Peter Martindale, Elementary Teacher  
Mary Elizabeth Matier, Elementary Teacher  
Peter Matsell, Elementary Teacher

Lynda Maurice, Elementary Teacher  
Sean McAvella, Elementary Teacher  
Michael McClymont, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Meridith McCutcheon, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Jamie McLean, Elementary Teacher (.5)  
Shaun McMahon, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Brian McPhee, Elementary Teacher  
Leslie Memme, Elementary Teacher  
Leanne Mete, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Nada Mojsilovech, Elementary Teacher  
Paul Monaghan, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Michael Moore, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Concetta Morabita, Elementary Teacher  
Fiorello Morganti, Elementary Teacher  
Karen Napper, Elementary Teacher  
Milan Narvancic, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Judith Ngan, Elementary Teacher  
Janet O'Reilley, Elementary Teacher  
Sean Paine, Elementary Teacher  
Paula Penton, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Wade Perniac, Elementary Teacher  
Paula Pirie, Elementary Teacher  
Kelly Pomfret, Elementary Teacher  
Theresa Price, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Maurice Racine, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Stacey Rankin-Lowery, Elementary Teacher  
Rahila Razvi, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Melissa Richardson, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Gregory Rickwood, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Jennifer Robertson-Heath, Elementary Teacher  
Mary Catherine Rolston, Elementary Teacher  
Simone Rose, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Jane Ruckpaul Adler, Elementary Teacher  
Deborah Ruppenthal, Elementary Teacher  
Kirsty Russell, Elementary Teacher  
Jelena Sakic-Aleksandrov, (.5) Elementary Teacher  
David Schroeder, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Sherry Semeniuk, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Lori Shannon, Elementary Teacher  
Patty Simeonidis, Elementary Teacher  
Nikola Simic, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Deanne Slattery, Elementary Teacher  
Sandra Smith, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Laura L. Smith, Elementary Teacher  
Laura M. Smith, Elementary Teacher  
Zorica Sotra, Elementary Teacher  
Karen Staples, Elementary Teacher  
Carolyn Stewart, Elementary Teacher  
Cheryl Stewart, Elementary Teacher (.5)  
Peter Stryjski, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
Cheryl Swanson, Secondary Teacher (.5) (3/3 Sem. 1 Only)

**Kelly-Ann Sweeting**, Elementary Teacher  
**Elaine Tamblyn**, Elementary Teacher  
**Mary Themeles**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Terry Thompson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Ian Thomson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Anne-Marie Tipping**, Elementary Teacher  
**Nick Trikoupis**, , Elementary Teacher  
**Laurie Tyndall**, Elementary Teacher  
**Thomas Vallesi**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Derek Walker**, Elementary Teacher  
**Michael Walsh**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Mark Wasserman**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Gary Watson**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**David Weir**, Elementary Teacher  
**John Whaling**, Elementary Teacher (.5)  
**Jane White**, Elementary Teacher  
**Miranda Winstanley**, Elementary Teacher  
**Sandra Xamin**, Secondary Teacher (.33) (2/3 Sem. 1 Only)  
**Marianne Yong-Macdonald**, Secondary Teacher (.33) (2/3 Sem. 1 Only)

**2) Permanent Staff**

That the following teachers be transferred to the Permanent Staff, effective September 1, 1998, with salary according to the salary schedule:

**Katherine Ammendolia**, Secondary Teacher  
**Sarah Attridge**, Secondary Teacher  
**Marco Barzetti**, Secondary Teacher  
**Tracy Belovari**, Secondary Teacher  
**Richard Bonafede**, Secondary Teacher  
**Dean Brunetti**, Secondary Teacher  
**Joanna Cascioli**, Elementary Teacher  
**Gregory Clark**, Secondary Teacher  
**Candace Cooke**, Elementary Teacher  
**Geoffrey Coombs**, Secondary Teacher  
**Gregory Corey**, Secondary Teacher  
**Sandra Cuiciani**, Secondary Teacher  
**Judith Dalche**, Secondary Teacher  
**Margaret Dehal-Ramson**, Secondary Teacher  
**Laura Dowling**, Elementary Teacher  
**Maureen Dwyer**, Secondary Teacher  
**Darlene Etherington-Pounder**, Secondary Teacher  
**Shelley Falla**, Secondary Teacher  
**Leanne Fraser**, Secondary Teacher  
**Kelly George Dalglish**, Secondary Teacher  
**William Gemmill** Elementary Teacher  
**Catherine Gris**, Secondary Teacher  
**Joseph Henderson**, Secondary Teacher  
**Sarah Hodgson**, Secondary Teacher  
**Laura Hrincu**, Secondary Teacher  
**Shari Imbrogno**, Elementary Teacher



Tina Kehl, Secondary Teacher  
Cynthia Knowles, Secondary Teacher  
Alfreda Ledonne, Elementary Teacher  
John Lewis, Secondary Teacher  
Ralph Martens, Secondary Teacher  
Emily McDonald, Elementary Teacher  
Diana Montecristo, Secondary Teacher  
Mark Oates, Secondary Teacher  
Christopher Page, Secondary Teacher  
Gregory Persichini, Secondary Teacher  
Adam Potvin, Secondary Teacher  
Peter Robertson, Secondary Teacher  
Patricia Rocco, Secondary Teacher  
Norman Ronalds Potts, Elementary Teacher  
Susan Scott, Secondary Teacher  
Stephen Sloan, Secondary Teacher  
Frank Strohschein, Secondary Teacher  
Carol Town, Secondary Teacher  
Lydia Vamos, Secondary Teacher  
Sara Waite, Secondary Teacher  
David Walters, Secondary Teacher  
Leanne Ward, Secondary Teacher  
Gregory Woodcroft, Secondary Teacher  
Margarety Youmans, Secondary Teacher  
Ouahida Zaimi, Secondary Teacher  
Derek Zuccolo, Secondary Teacher

E. OTHER MATTERS REQUIRING BOARD ATTENTION

1) Timetable Changes

That the timetable change of the following staff, effective September 1, 1998, be approved:

Rosemary Almas, Elementary Teacher, .8 to 1.0  
Judith Ambrose, Elementary Teacher, .3 to .5  
Ivan Amodeo, Elementary Teacher, .7 to 1.0  
Karen Andreychuk, Elementary Teacher, .5 to .7  
Susan Artt, Elementary Teacher, .8 to 1.0  
Linda Bosela, Elementary Teacher, .7 to .8  
Virginia Brisbin, Secondary Teacher .66 to 1.0  
Anne Brown, Secondary Teacher .66 to 1.0  
Donna Bujnowski, Secondary Teacher .83 to 1.0  
Heather Bull, Educational Assistant (Educational and Lunchroom Assistant Staff),  
.5 to 1.0, May 4, 1998 to June 26, 1998  
David Cairns, Elementary Teacher, .5 to 1.0  
Rhonda Chaimovitz, Elementary Teacher, .5 to 1.0  
Lisa Clarke, Elementary Teacher, .8 to 1.0  
Donna Fortman, Elementary Teacher, .5 to 1.0  
Mary Frankum, Secondary Teacher .66 to 1.0  
Tara Froats, Elementary Teacher, .7 to 1.0  
William Gemmill, Elementary Teacher, .5 to .8



**Elio Giordano**, Elementary Teacher, .5 to 1.0  
**Lynn Krusto**, Elementary Teacher, .5 to 1.0  
**Kevin McLean**, Secondary Teacher .5 to 1.0  
**Lisa Muir**, Elementary Teacher, .7 to 1.0  
**Cori Pillinini**, Secondary Teacher .83 to 1.0  
**Christine Rees**, Elementary Teacher, .8 to 1.0  
**Linda Schlindler**, Elementary Teacher, .8 to 1.0  
**Linda Smith**, Secondary Teacher .83 to 1.0  
**Brenda Southwood**, Elementary Teacher, .5 to 1.0  
**Lorraine Stacey**, Secondary Teacher .66 to 1.0  
**Sandra Stuart**, Elementary Teacher, .5 to 1.0  
**Barbara Swan**, Secondary Teacher .66 to 1.0  
**Shawna Valoppi**, Elementary Teacher, .5 to 1.0  
**Josette VanRooyen**, Elementary Teacher, .6 to 1.0  
**Darlene Wall**, Secondary Teacher .83 to 1.0  
**Stephen Yull**, Elementary Teacher, .5 to 1.0

**2) Reciprocal Transfers**

- (i) That **Valerie Shepherd**, Elementary Teacher, be transferred from the Elementary Panel to the Secondary Panel, effective September 1, 1998, with salary according to the salary Schedule.
- (ii) That **Maria Perri**, Secondary Teacher, be transferred from the Secondary Panel to the Elementary Panel, effective September 1, 1998, with salary according to the salary Schedule.

**3) Positions of Responsibility Relinquishment**

That the request of the following staff to relinquish their position of Head of Department, effective as shown, be approved:

**Janis Leyzer**, Secondary Teacher (Girls' Physical and Health Education), September 1, 1998 to August 31, 1999

**Betty Lukey**, Secondary Teacher (Vocational), September 1, 1998

**Pieter Toth**, Secondary Teacher (Business), September 1, 1998

**Patricia Wheaton**, Secondary Teacher (Family Studies), September 1, 1998 to February 2, 1999

**Dorothy Willson**, Secondary Teacher (Family Studies), September 1, 1998

**4) Transfer of Panel**

That **Laura Dowling**, Teacher, be transferred from the Secondary Panel to the Elementary Panel, effective September 1, 1998, with salary according to the salary schedule.

In response to the members' questions, the following clarifications were provided:

- (a) The combined staffing report (by employee group), reflecting both City and County, will be presented at the September 3rd meeting of this Committee.
- (b) The Board hired 250 teachers (actual number of teachers, not full-time equivalent) for September 1998: 123 for secondary schools and 127 for elementary schools. There are still some vacancies in the schools which need to be filled (staffing for Learning Resource, Library and French programs).
- (c) The staffing requirements for the special programs, e.g. Science, Technology, etc. will be addressed during the second semester.

To the motion, **CARRIED**.

#### **4. Social Work Delivery Model**

M. Botting provided an overview and then introduced Malcolm Powell, Supervisor – Social Work Services Department, who reviewed the report, detailing the three options available in providing social work services to the school system. He then referred to the recommendation (Option 1) made by the Work Group of the Special Education and Support Services Transition Committee.

D. Grant clarified for one trustee that Option 2 would require 9.5 additional social workers. Based on the draft budget calculations, there are no funds available to accommodate any additional staff for this category.

When one member noted the absence of the role description for the position of social worker, M. Powell clarified that the emerging role will vary according to the student, school and program needs – the primary focus will be to assist the teachers and parents with the students' education.

M. Botting added that the role of the social worker will be reviewed and streamlined within the context of the whole Instructional Services Delivery model.

M. Powell clarified for one trustee that a survey of all schools (including social work staff), parents and students is facilitating the review of the Social Services Delivery model. The survey results will be shared with the Board as soon as it is available. It is anticipated that this model will be evaluated and all the required "fine tuning" completed within a two-year period.

Noting that no further funding allocation was made for social work staff, one member wondered if the learning opportunity grant which is based on four criteria (social assistance, population, provincial average on language and high adult dropout) could be used for social work expenditures in the future.

D. Grant commented that there are several ways to approach the budget, e.g. based on economic classification, program, etc. Using the program basis, an allocation for para-professional staff was provided for the 1998-99 stub year budget. Although the Ministry funding model did not provide for any specific percentage of spending on any budget category, the Budget staff listed all para-professional staffing (including social workers) under the Professional Category and made one allocation for that category during the budget review in June 1998.

One member expressed concerns with the serious need for a social worker at Robert Land School, particularly in measuring the success and failure of the school's programming. M. Powell acknowledged that school to be a "high-needs" school; however, there is a large number of other similar schools in the system – there are even schools with no social work support at all. The main focus at this time is to meet the requirements of all high needs schools by providing greater access to social work services and improved service to a larger number of schools and students.

Some members suggested that it may be beneficial to tap all available resources in the community, e.g. raising the issue with Members of Provincial Parliament (MPPs), partnerships with community agencies, use of learning resource teachers and encouraging more volunteers.

**It was moved by J. Bishop: That the Social Services Delivery Model be based on a differentiated allocation recognizing student, program and school needs. This allocation is to be reviewed through system input on an annual basis.**

It was noted for the members that Option 1 is an attempt to meet the needs of all high needs schools based on the amount of funding allocated by the province for this purpose. Within this model, it is anticipated that every social worker will share equally with the load from these schools.

In reply to queries regarding travel time for social work staff with the new model, M. Powell assured the members that, given that staff will not necessarily be travelling to different schools in one day, there should be no loss of travel time and distance (except for emergency situations). In terms of mileage, there could be some increase given the number of schools to be covered. M. Powell noted further that all these factors will be considered in the review and evaluation of the Social Services Delivery model with a future report for presentation to the Board.

The Chair expressed the members' appreciation to M. Powell and his staff for all their efforts.

To the motion, **CARRIED.**

**Adjournment**

**It was moved by J. Dewar: That the meeting adjourned, this being done at 7:23 p.m.  
CARRIED.**

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**MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE**  
**SEPTEMBER 1, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop, Janice Dewar, Eleanor Johnstone, Joseph Rogers and Ray Mulholland.

**Also present:** Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Elizabeth Bond (Superintendent of Education - Secondary East), Krys Croxall (Superintendent of Education - County East), Pat Gillie (Superintendent of Education - Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education - City East) and Ken Waters (Superintendent of Education - Secondary West).

Also in attendance:  
Deborah Russon, Manager – Human Resources

The Chair called the meeting to order at 6:31 p.m.

**2. Approval of Agenda**

**It was moved by J. Rogers: That the agenda be approved as distributed.**  
**CARRIED.**

**3. Personnel Report**

In presenting the report, D. Russon alluded to the following:

- (a) The name “Denise Buchel” should be added to Section II – K. Bain, Superintendent of Schools.
- (b) There are approximately nine teacher names that will have to be added upon receipt of the required hiring information. The recommendation covering these teachers will be brought to the September 3, 1998 meeting of this committee.

**It was moved by J. Rogers: That the Personnel Report dated September 1, 1998 be adopted and the recommendations contained therein be approved:**

**SECTION I K. Croxall, Superintendent of Schools**

**D. PROBATIONARY AND PERMANENT CONTRACTS**

**Probationary Staff**

That the following be appointed to the probationary staff, effective September 3, 1998, with salary according to the schedule:

**Robert Bell, Collegiate Avenue**  
**Suzan Brown, Memorial**

**SECTION II K. Bain, Superintendent of Schools****D. PROBATIONARY AND PERMANENT CONTRACTS**

That the following be appointed to the probationary staff, effective September 3, 1998, with salary according to the schedule:

**Denise Buchel**, Cental Park  
**Lori Royle**, Ancaster Senior

**SECTION VI D. Russon, Manager, Human Resources****B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1. Resignations**

That the date August 31, 1998 for **Maryann Rimac**, Elementary Teacher, to Leave the Employ of the Board be approved.

**C. LEAVES OF ABSENCE****1. Return from Leave of Absence**

**Sharon Harsant**, Elementary Teacher, September 1, 1998

**D. PROBATIONARY AND PERMANENT CONTRACTS****1. Probationary Staff**

That the following be appointed to the Probationary Staff, effective September 3, 1998, with salary according to the salary schedule:

**Leanne Baldwin**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Jane Black**, Elementary Teacher  
**Christopher Brady**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Nancy Brooks-Bittle**, Elementary Teacher  
**Sarah Brunton**, Elementary Teacher  
**Tricia Buliung**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Viviana Celebre**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Wendy Coleman**, Elementary Teacher  
**Christopher Fazzari**, Elementary Teacher (.5)  
**Deirdre Graham**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Jaskaran Grewal**, Elementary Teacher  
**Diane Hofer**, Elementary Teacher  
**Nicole Lebon**, Elementary Teacher  
**Sandra Leonardis**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Carolyn Marchis**, Elementary Teacher  
**Julie McElroy**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Mark McDougall**, Secondary Teacher (.5) (3/3 Sem. 1 Only)  
**Jennifer McIntosh**, Elementary Teacher  
**Stuart Porter**, Secondary Teacher (.5) (3/3 Sem. 1 Only)

**Jennifer Puhakka**, Secondary Teacher (.5) (3/3 Sem. 1 Only)

**Peter Reardon**, Elementary Teacher

**Jerry Romano**, Secondary Teacher (.5) (3/3 Sem. 1 Only)

**Josie Sardo-Delle Monache**, Elementary Teacher

**Melissa Tadeson**, Elementary Teacher (.5)

**Shirley-Ann Tysoski**, Elementary Teacher

**Kimberlee Valade**, Secondary Teacher (.5) (3/3 Sem. 1 Only)

**Lark Walker**, Elementary Teacher (.9)

**Linda West**, Secondary Teacher (.5) (3/3 Sem. 1 Only)

**Beth Woof**, Secondary Teacher (.33) (2/3 Sem. 1 Only)

**E. OTHER MATTERS REQUIRING BOARD ATTENTION**

**1. Timetable Changes**

That the timetable change of **Jamie McLean**, Elementary Teacher, .5 to 1.0, effective September 1, 1998, be approved.

**CARRIED.**

**Adjournment**

It was moved by J. Dewar: That the meeting be adjourned, this being done at 6:33 p.m.

**CARRIED.**





# **DRAFT**

## **MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE** **SEPTEMBER 24, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop, Janice Dewar, Eleanor Johnstone, Joseph Rogers and Ray Mulholland.

**Also present:** Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Krys Croxall (Superintendent of Education - County East), Pat Gillie (Superintendent of Education - Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education - City East) and Ken Waters (Superintendent of Education - Secondary West).

Also in attendance:  
Deborah Russon, Manager – Human Resources

The Chair called the meeting to order at 6:30 p.m.

### **2. Approval of Agenda**

Added items:

- 4. Rescinding motions
- 5. Transpiration for Alternate Care Students – J. Bishop

**It was moved by J. Rogers: That the agenda be approved as amended.**  
**CARRIED.**

### **3. Personnel Report**

**It was moved by J. Rogers: That the Personnel Report dated September 24, 1998 be adopted and the recommendations contained therein be approved as follows:**

#### **1. Personnel Report**

##### **SECTION IV EDUCATIONAL ASSISTANT UNIT**

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil**

**C. LEAVES OF ABSENCE - Nil**

**D. PROBATIONARY AND PERMANENT CONTRACTS**

##### **1) Probationary Staff**

That **Leanne Woods** be appointed to the Probationary Staff as a Vocational Rehabilitation Worker, 30 hours per week, effective September 21, 1998, with salary according to the salary schedule.

**E OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**

**SECTION V ELEMENTARY TEACHERS****A. APPOINTMENTS AND TRANSFERS****1) Appointments**

That the following staff be appointed to the one year term position indicated below, effective as shown, with salary according to the salary schedule:

**Lynda Anderton**, Consultant, Special Education, October 8, 1998

**Joanne Languay**, Acting Consultant, Mathematics/Science & Technology, September 25, 1998

**Claudette Sims**, Consultant, French Immersion/Core French, October 8, 1998

**Debbie Sprentz**, Special Assignment Teacher, Physical and Health Education, October 8, 1998

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1) Resignations**

That the date September 18, 1998 for **Iliana Agnew** to Leave the employ of the Board, be approved.

**2) Retirements**

That the resignation of **Adrienne Fasullo**, Elementary School Principal, for the purpose of retirement, effective September 30, 1998, be accepted with regret.

**C. LEAVES OF ABSENCE - Nil****D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff**

**Andrea Armstrong**, September 28, 1998

**Krista Bloom**, September 28, 1998

**Barbara Brawn**, October 1, 1998

**Christine Button**, September 25, 1998

**Beverly Evans (.6)**, September 28, 1998

**Susan Pancoe (.5)**, September 14, 1998

**Craig Steele**, September 25, 1998

**E. OTHER MATTERS REQUIRING BOARD ATTENTION****1) Loan of Service**

That the request of **Barbara Burns** to extend her Loan of Service with the Department of National Defence, effective September 1, 1999 to August 31, 2000, be granted.

**SECTION VI SECONDARY TEACHERS****A. APPOINTMENTS AND TRANSFERS****1) Appointments**

(i) That the following teachers be appointed to the positions indicated below, effective September 25, 1998 to February 2, 1999:

**John Evans**, Assistant Head of Science

**Julia Kinar**, Head of Library

(ii) That the following staff be appointed to the one year term position indicated below, effective October 8, 1998, with salary according to the salary schedule:

**Jeremy Abrahams**, Consultant, Special Education

**Cheryl Poot**, Consultant, Special Education

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1) Resignations**

That the date September 16, 1998 for **Ginette Lalonde-Kontio** to Leave the employ of the Board, be approved.

**C. LEAVES OF ABSENCE - Nil****D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff**

**David Behiel** (.5) (3/3 Sem. 1 Only), September 10, 1998

**Thomas Ortwein**, (.5) (3/3 Sem. 1 only), September 28, 1998

**Alma Rivero-Pittaway** (.5) (3/3 Sem. 1 Only), September 21, 1998

**Jason Smith**, (.5) (3/3 Sem. 1 only), September 28, 1998

**Evdoxia Trikoupis** .16 (1/3 Sem. 1 Only), September 17, 1998

**E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**

**CARRIED.**

**4. Rescinding Motions**

It was moved by J. Dewar that the resignation for the purpose of retirement request of **William Campure**, Secondary teacher, effective October 31, 1998, approved at the June meeting, be rescinded.

**CARRIED.**

**5. Transportation for Alternate Care Students – requested by J. Bishop**

J. Bishop noted that the transportation policy, as revised last June, has effectively terminated transportation provisions for 32 severely disabled children who are placed in alternate care programs (respite care) up to a maximum of 10 days per month. She termed this a crisis situation for approximately 12 families who are faced with a decision to either not have their child attend school or not access the respite care. She asked the members' indulgence to consider the matter this evening to provide some assistance in the short term while looking for a



long-term solution. She added that part of the difficulty is the specialized transportation requirements for these children which eliminate utilizing taxis.

J. Bishop then relayed the following motion as adopted at the September 23, 1998 meeting of the Special Education Advisory Committee:

It was moved by B. Shields: That SEAC make the board aware of our concerns regarding funding for Special Education and ask that serious consideration be given to raising these issues with the Minister of Education and Training in whatever way deemed appropriate and report back to SEAC at the earliest possible convenience.

M. Matier indicated that the Manager of Planning and Accommodation, D. Sage, will be presenting a transportation update to the October meeting of the Business Committee scheduled next week, adding that the report will address this concern.

The Chair acknowledged J. Bishop's concern that the students would remain out school for a further week. Another trustee cautioned that waiting for further information from the officials could prove beneficial in the long run in terms of understanding the ramifications and cost implications any amendments to or allowances made under the approved policy.

M. Matier concurred that transportation for some students is possible at no cost to the Board; other provisions would have some cost implications if the Board were to accommodate them.

**It was moved by J. Rogers that the motion from the Special Education Advisory Committee be referred to the Officials for a report to the October 1 meeting of the Business Committee.**

**CARRIED.**

B. Wallace understood that the situation needs to be addressed; however, with the tight financial restrictions placed on Boards by the Ministry of Education and Training, everything that has cost implications has to be analyzed.

**Adjournment**

**It was moved by J. Dewar: That the meeting be adjourned, this being done at 6:40 p.m.**

**CARRIED.**



# DELEGATION

*EDUCATION COMMITTEE*

*1998 10 07*





HAMILTON-WENTWORTH

## Foster parents' association

OF THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH

September 3, 1998

Mr. Merv Matier  
 Director and Secretary  
 Board of Education  
 Hamilton-Wentworth

Dear Sir,

On behalf of the Foster Parents Association and the Children's Aid Society of Hamilton-Wentworth we respectfully request to be a delegation to the Board at your September 24, 1998 meeting. The purpose of this meeting is to bring to the Board's attention to some of the problems and concerns regarding suspensions and **Therapeutic Withdrawals** of our Foster Children. We as Foster Parents and Guardians for these often challenged and difficult children wish to ensure that they receive fair and equitable treatment along with their right to an education. Dealing with these children 365 days a year we fully understand the difficulties some of these children pose in our current educational environment. We wish to work with you so that the best interests of these children are met.

Respectfully yours,

Mr. R. Crandall  
 President of the Foster Parents' Association  
 of the Children's Aid Society







HAMILTON-WENTWORTH

# Foster parents' association

OF THE CHILDREN'S AID SOCIETY OF HAMILTON-WENTWORTH

WE THE FOSTER PARENTS OF HAMILTON WENTWORTH WOULD LIKE TO ADDRESS USE OF SUSPENSIONS AND THERAPEUTIC WITHDRAWALS OF OUR FOSTER CHILDREN.

IT IS OUR UNDERSTANDING THAT THERAPEUTIC WITHDRAWALS WERE INTRODUCED AS A TIME-OUT OR COOL DOWN PERIOD WITH THE CHILD RETURNING TO THE CLASSROOM. WE ARE FINDING THAT THERAPEUTIC WITHDRAWALS ARE BEING USED AS SUSPENSIONS AND THAT THE BOARD ONLY RECEIVES DOCUMENTATION ON SUSPENSIONS, BUT NOT ON TWS. WE HAVE A LOT OF DOCUMENTATION FROM FOSTER PARENTS AND THE AGENCY TO SUPPORT THIS CLAIM.

THESE CHILDREN ARE BEING USED AS SCAPEGOATS BY PRINCIPALS AND STAFF OF OUR ELEMENTARY AND SECONDARY SCHOOLS. THE FACT IS THEY DO NOT WANT TO DEAL WITH OR THEY DO NOT HAVE THE RESOURCES TO DEAL WITH DIFFICULT, BEHAVIOURAL CHILDREN. IN SOME CASES CHILDREN ARE HOME WITH FOSTER PARENTS MORE OFTEN THAN AT SCHOOL.

THIS IS UNACCEPTABLE! ALL CHILDREN ARE ENTITLED TO AN EDUCATION. SENDING THEM HOME IS NOT A SOLUTION. AS CAREGIVERS OF THESE CHILDREN IT IS NOT OUR RESPONSIBILITY TO EDUCATE OR SUBSIDIZE A SYSTEM THAT CAN'T COPE WITH THE RESPONSIBILITY ENTRUSTED TO IT.

OUR RESPONSIBILITY AS A SOCIETY IS TO ENSURE THESE CHILDREN ARE NOT FORGOTTEN OR FALL THROUGH THE CRACKS. THESE TYPE OF NEGATIVE POLICIES DO NOTHING FOR THE SELF-ESTEEM OF THESE ALREADY

DAMAGED CHILDREN AND RESULTS IN ILLITERATE CHILDREN WITH LITTLE OR NO SOCIAL SKILLS. WHAT MESSAGE IS THE GOVERNMENT, SCHOOL BOARD, AND STAFF SENDING TO THESE ALREADY EMOTIONALLY DISTRAUGHT CHILDREN?

"WE DON'T WANT YOU EITHER."

"IF I'M BAD, I GET TO GO HOME."

"WHY SHOULD I TRUST OR BELIEVE IN WHAT ANYONE SAYS, BECAUSE I'M NOT WORTH ANYTHING ANYWAYS."

MOST C.A.S. WARD CONSIDER NOT GOING TO SCHOOL AS A REWARD - NOT A PUNISHMENT. THEREFORE THEY WORK TO ACHIEVE THAT.

THE FOSTER HOME IS PUNISHED BY HAVING TO CONSEQUENCE THE CHILD BY INSISTING HE REMAIN IN THEIR ROOM ETC., AS WELL AS THE FOSTER PARENT MUST STAY AT HOME AND LISTEN TO THE CHILDS' COMPLAINT AND OPPOSE CONSEQUENCES.

THE FOSTER PARENTS OFTEN BECOME VERY FRUSTRATED AND RIGHTLY COMPLAIN TO THEIR C.A.S. WORKERS OR REQUEST THAT THE CHILD BE MOVED TO ANOTHER HOME.

TO MOVE A CHILD FROM A FOSTER HOME IS A VERY SERIOUS MATTER CAUSING SERIOUS EMOTIONAL DAMAGE TO THE CHILD. CAUSING ALOT OF EXTRA UPSET AND CONCERN FOR THE FOSTER HOME.

SOCIAL WORKERS HAVE A GREAT DEAL OF DIFFICULTY LOCATING A NEW FOSTER PLACEMENT FOR CHILDREN WHEN THEY ARE CHRONIC SUSPENSION KIDS.

A NEW PLACEMENT FOR A CHILD, USUALLY MEANS A NEW SCHOOL.

MULTIPLE SCHOOLS AND MULTIPLE PLACEMENTS INCREASE AND MULTIPLY THE EMOTIONAL DAMAGE DONE TO THESE CHILDREN.

THIS EMOTIONAL IMPACT IS REFLECTED IN ESCALATED ACTING OUT BEHAVIORS AT SCHOOL WHICH RESULTS IN EVER INCREASING LENGTH OF SUSPENSIONS.

THE CHILDS ACADEMIC SKILLS DETERIORATE AND HIS LACK OF COMPREHENSION OF THE SCHOOL WORK, FURTHER INCREASES THEIR FRUSTRATION CAUSING MORE ACTING OUT, RESULTING IN MORE SUSPENSIONS.

CHILDREN'S AID KIDS ARE THE MOST ABUSED AND NEGLECTED MEMBERS OF OUR SOCIETY - AND THE SCHOOL SYSTEM FURTHER VICTIMIZES THEM BY WITHDRAWALS AND SUSPENSIONS.

THE PRESENT SYSTEM SENTENCES THESE CHILDREN TO A LIFETIME OF MISERY AND WELFARE BENEFITS BECAUSE OF THE INABILITY TO APPLY OTHER TECHNIQUES THAN WITHDRAWALS, SUSPENSIONS, AND EXPULSIONS TO VERY FRAGILE AND VICTIMIZED CHILDREN.

WE MUST PUT A STOP TO THIS CYCLE, AND COME UP WITH CONCRETE AND POSITIVE INITIATIVES TO DEAL WITH THESE CHILDREN.

WHAT ABOUT THE OTHER CHILDREN IN THE FOSTER HOME, WHAT DOES IT TELL THEM?

AS CITIZENS, WE ALL HAVE A RESPONSIBILITY TO SEE THESE CHILDREN GET AN EDUCATION.

SCHOOLS LIKE LAWFIELD, HUNTINGTON PARK, RIDGEMOUNT, CARDINA HEIGHTS AND CENTENNIAL HAVE TOO MANY EXAMPLES OF MISGUIDED USE OF THESE POLICIES. THREE OF THESE SCHOOLS HAVE BEHAVIORAL CLASSROOMS, YET THEY HAVE ONE OF THE HIGHEST INCIDENCES OF CHILDREN ON SUSPENSIONS OR IMPROPER USE OF THERAPEUTIC WITHDRAWALS. TIME HAS COME TO REVISIT THESE POLICIES AND PUT SOME POSITIVE STRUCTURES INTO PLACE FOR THESE IDENTIFIED CHILDREN.

THE DEMOGRAPHICS OF THE MOUNTAIN SCHOOLS NEEDS TO BE RE-ADDRESSED WITH PROPER SUPPORTS AND STAFF TO DEAL WITH CHALLENGING CHILDREN.

THESE CHILDREN AND THE VARIETY OF DIFFICULTIES THAT THEY HAVE ARE NO LONGER JUST AN INNER CITY PROBLEM. AS FOSTER HOMES HAVE SPREAD OUT INTO ALL AREAS. UNFORTUNATELY, MOST SCHOOLS ON THE MOUNTAIN ARE NOT EQUIPPED FOR THESE CHILDREN. ALOT OF THE CLASSES IN THE EARLIER GRADES ARE OPEN CONCEPT, ALSO CONTRIBUTING TO THE CHILDRENS DILEMAS.

THERE ARE NO SOCIAL WORKERS AND VERY LITTLE SUPPORT FOR THE KIDS. THIS LEAVES THE CLASSROOM TEACHER AND THE FOSTER CARE SYSTEM SCRAMBLING TO USE BAND-AID SOLUTIONS TO DEAL WITH A SEVERE PROBLEM. THERE IS TOO MUCH INTEGRATION OF TOO MANY IDENTIFIED CHILDREN INTO THE REGULAR CLASSROOM.

CHILDREN NEED A SCHOOL ENVIRONMENT THAT MEETS THEIR NEEDS AND NOT USE THE "HEAR NO EVIL, SEE NO EVIL" APPROACH. AS IS HAPPENING MUCH TOO OFTEN.

EXAMPLE: A CHILD DEEMED A.D.H.D. WITH TERRETS SYNDROME NEEDS A ONE ON ONE EDUCATIONAL ASSISTANT. ACCORDING TO THE NEW CRITERIA, THIS CHILD DOES NOT FIT THE SLOT. THEY DON'T HAVE THE SPECIAL NEEDS TO OBTAIN AN ASSISTANT.

IT IS OUR UNDERSTANDING, EVEN IF THIS CHILD WERE ABLE TO GET A EDUCATIONAL ASSISTANT. THEY WERE NOT BEING PLACED UNTIL AUGUST THIS YEAR, LEAVING THE CHILD AND SCHOOL IN CRISIS.

EVEN CHILDREN WITH ONE ON ONE EA'S ARE BEING SUSPENDED OR GIVEN TW'S. WHY? IF THESE IDENTIFIED CHILDREN CAN NOT BE TAUGHT IN A REGULAR CLASSROOM WITH SUPPORTS IN PLACE FOR THEM, WERE CAN THEY LEARN? THEY CERTAINLY ARE NOT LEARNING READING, WRITING, OR ARITHMETIC OUT ON THE STREETS OR AT THE MALLS!



ON THE ISSUE OF SUSPENSIONS, WE DO SEE A MARKED DIFFERENCE BETWEEN SCHOOLS AND THEIR INDIVIDUAL POLICIES BASED ON THE UNDERSTANDING AND CO-OPERATION OF THE PRINCIPAL AND STAFF.

IT REALLY DOES MAKE A DIFFERENCE WHEN THE PRINCIPAL WORKS CO-OPERATIVELY WITH THE WORKERS AND FOSTER PARENTS, TO ADDRESS SPECIAL EDUCATIONAL NEEDS OF THE CHILD. TEAM WORK!!!!

THOSE SCHOOLS THAT DO CO-OPERATE, WE HAVE SEEN SIGNIFICANT ACHIEVEMENTS AND STABILITY FOR THE CHILD. IT'S A WELL ROUNDED IMPLICATION OF TEAM WORK.

IN CASES WHERE THERE IS NO COMMUNICATION, IT BECOMES A NIGHTMARE FOR THE CHILD, SCHOOL, FOSTER PARENT, AND THE SOCIAL WORKER. IN FACT, IN SOME CASES A STABLE PLACEMENT IN A FOSTER HOME IS PUT IN JEOPARDY.

THE CHILDREN'S' ADVOCACY SOCIETY, WILL COMMENCE APPEALING THOSE SUSPENSIONS THAT IT DOES NOT SEE AS BEING FAIR OR APPROPRIATE.

IN REGARDS TO THERAPEUTIC SUSPENSIONS, ALL FOSTER PARENTS WILL BE ADVISED THAT THEY DO NOT HAVE TO ACCEPT OR AGREE WITH SUCH REQUESTS, BUT DO HAVE THE DISCRETION TO ACCEPT IT IF THEY BELIEVE IT IS IN THE BEST INTEREST OF THE CHILD.

THERE ARE ALSO MANY CONCERNS WITH THE EXTENSIVE PROCESS TIME REQUIRED TO REGISTER CHILDREN INTO SCHOOL, ESPECIALLY IF THE CHILD HAS SPECIAL EDUCATIONAL NEEDS. IE: THE TIME IT TAKES TO GETTING A CHILD DEEMED, AND PLACED INTO THE PROPER CLASSES. AT TIMES IT'S SEVERAL WEEKS FOR THE PAPER WORK TO CATCH UP TO THE CHILD. LEAVING SOME CHILDREN OUT OF SCHOOL UNTIL PAPER WORK CATCHES UP TO THEM. THUS CAUSING MORE FRUSTRATION FOR THE CHILD BECAUSE THEY ARE WAY BEHIND THE CLASS TO START.

THE SOCIETY IN THE PAST HAS ACTIVELY UTILIZED MR. MALCOM POWELL, DIRECTOR OF SOCIAL WORK SERVICES AT THE BOARD OF EDUCATION. TO HELP PROBLEM SOLVE ISSUES. THIS SUCH CO-OPERATIVE HAS BEEN VERY EFFECTIVE IN THE PAST. IT IS THE WISH OF THE FOSTER PARENT ASSOCIATION AND THE C.A.S. , THAT SUCH CO-OPERATIONS BETWEEN YOUR BOARD AND OUR AGENCY CONTINUE AND EXPAND, RESULTING IN THE CHILDREN IN OUR CARE RECEIVING THE BEST POSSIBLE EDUCATION, WHILE RESPECTING THEIR INDIVIDUAL NEEDS.

THE FOSTER PARENT ASSOCIATION IS SUGGESTING TO PUT A LIAISON PERSON IN PLACE BETWEEN THE BOARD, SCHOOLS, AND THE CHILDRENS AID SOCIETY. EVERYONE WOULD BE ABLE TO ACT QUICKER IF A PROBLEM ARISES.

OUR JOB AS PARENTS/CAREGIVERS AND EDUCATORS, IS TO ENSURE THAT EACH AND EVERY CHILD IS PROVIDED WITH THE SERVICES THEY REQUIRE TO FLOURISH AND GROW INTO RESPONSIBLE MEMBERS AND LEADERS OF FUTURE GENERATIONS.

THE TIME HAS COME TO STOP THE UNDERVALUING OF THESE CHILDREN AND MAKE A COMMITMENT TO THEIR FUTURES.

## SCHOOL SUSPENSIONS OF FOSTER CHILDREN

ROBERTLAND 7yr MALE URINATING ON OTHER CHILD 1 day susp  
CHILD CONTINUES TO BE SUSPENDED

FESSENDER (Anc) 8yr FEMALE BEHAVIOR PROBLEM 1 day susp  
CHILD CONTINUES TO BE SUSPENDED OFTEN

CARDINAL HIEGHTS 12 yr MALE BEHAVIOR PROBLEM 5 day susp  
3 day susp  
11 yr MALE ASSAULTED TEACHER 3.5 weeks  
11 yr MALE OUT OF CONTROL 2 days 2 weeks  
NON COMPLIANCE 3 month period  
12 yr MALE NON COMPLIANCE 1 month period  
VERBAL ABUSE 3 days in school  
12 yr MALE NON COMPLIANCE 1 month period  
VERBAL ABUSE 5 days in school  
11 yr MALE VERBAL ABUSE 3 day susp  
Child missed another 2 weeks for  
refusal to apologise to teacher and  
principal

HUNTINGTON PARK 12 yr FEMALE FIGHTING WITH OTHER CHILD 5 days  
DISRESPECT TO TEACHER  
Constant suspensions no  
support from school

## LAWFIELD

Sept./97 susp 2 full days  
Oct ./97 susp 7 full days  
Nov. /97 susp 5 full days 1/2 DAY SUSP  
Dec. /97 susp 5 full days 6.5 days  
Jan./ 98 susp 1 full day 9.5 days  
Feb. /98 susp - 8.5 days  
Mar./98 susp 1 full day 2.5 days  
Apr./98 susp 6 full days 4.5 days  
May /98 susp 5 full days 1.5 days

REASONS FOR SUSPENSIONS/OBSCENE GESTURES TO STAFF AND STUDENTS/  
DEFIANCE OF AUTHORITY/TOTAL  
NONCOMPLIANCE/ PERSISTANT TRUANCY/  
PERSISTANT OPPOSITION TO AUTHORITY  
INJURIOUS TO MORAL CODE OF THE SCHOOL

LAWFIELD 11yr M DESTROYING PUBLIC PROPERTY 3 days  
NON COMPLIANCE 3 days  
good communications with foster home/  
try to keep in school with resourse  
home 2 / 3 days per week every week

M SENT HOME DAILY / CAN RETURN IF IN BETTER  
MOOD/FAILURE TO COMPLY OR LISTEN

QUEEN MARY 10 yr M DISRUPTING CLASS PHYSICAL VIOLENCE OUTBURST  
in school timeouts /timeout room/  
last resort suspension/ very supportive  
of foster home communicate well ,work  
with foster home and workers.

VERN AMES 10 yr M TEMPER TANTRUMS DISRUPTIVE IN CLASS  
in school detentions / communication with  
foster home excellent / 5 white slips = 1day  
suspension

RIDGEMOUNT 6 yr M KICKED OUT AT TEACHER SCREAMING  
this is a new school for this child in  
first 5 days given two .5 day suspensions  
after 3 days in school C.Y.W. was brought in  
for 2 hrs. day. child was not allowed to eat  
lunch with other students/ now brought home  
and taken back after lunch. Child has an E.A.  
working with him from 9 to 3:30 .

MOUNTAIN SECONDARY 12 yr Child suspended constantly for  
disturbing other children  
not allowed to return till school  
gets ahold of worker

15 yr F FAILURE TO ATTEND 3-5 days susp  
no supports no communication

12 yr F SKIP CLASSES 3 day susp  
told to send kid to library  
or worker

PARIS HIGH 12 % OF STUDENTS SUSPENDED AT ONE TIME

St. JOHNS ONE TEACHER TEACHES 14 DIFFERENT SUBJECTS  
TO STUDENTS NOT PROGRESSING IN THEIR REGULAR  
CLASS

CHEDOKE 13 yr F SKIPPING CLASS NON ATTENDANCE 3 Day  
susp no support  
no communication

St. BERNEDETTS(Dundas) MALE DISTURBING OTHER CHILDREN  
TANTRUMS THROWS CHAIRS in school  
suspensions school very  
understanding

PEACE MEMORIAL 8 yr F ADHD BITTING AGGRESSIVENESS support from  
school but school had no  
choice but to send home



CENTENNIAL FROM SEPT./98 TO DEC./97  
 2.5 DAYS PERSISTANT OPPOSITION TO AUTHORITY  
 HABITUAL NEGLECT  
 2.5 DAYS NOT FOLLOWING REASONABLE REQUEST  
 FROM TEACHER / RUNNING OFF SCHOOL  
 PROPERTY.  
 3 DAYS REFUSAL TO FOLLOW REASONABLE REQUEST  
 FROM TEACHERS  
 6 DAYS THREATS AND ACTS OF PHYSICAL VIOLENCE  
 TOWARDS STUDENTS AND STAFF

GIBSON 5 YR/M OUT OF CONTROL/CONSTANTLY SUSPENDED

6 YR/M FIGHTING/PHYSICALLY ABUSIVE TO OTHERS  
 CONSTANTLY SUSPENDED

6 YR/M OUT OF CONTROL/CONSTANTLY SUSPENDED  
 PRINCIPAL AT THIS SCHOOL SPEEKS TO FOSTER PARENT  
 WITH DISSCUST IN VOICE "WHAT PROBLEMS ARE YOU  
 BRINGING ME NOW?" SCHOOL NOT SUPPORTIVE AT ALL.

1. SOME FOSTER PARENTS ARRANGED TO HAVE C.A.S. PICK UP CHILD  
 AND SPEND TIME WITH THEIR WORKER.
2. ONE SCHOOL WAS REPORTED TO SEND FOSTER KIDS HOME FOR ANY AND  
 ALL HEALTH RELATED REASONS/ SNEEZING
3. TEACHER FROM ANCASTER SCHOOL REPORTS IN SCHOOL SUSPENSIONS UP  
 TO GRADE 8.  
 ZERO TOLERANCE TO VIOLENCE 5 DAY SUSP. FOR ANY VIOLENCE.  
 TOO MUCH INTERGRATION ADHD SPECIAL NEEDS ETC.  
 THIS DOESNT WORK REGULAR CLASS SUFFERS.
4. DRIVER WHO PICKS UP SUSPENDED KIDS SEES BIG INCREASE IN DRIVES  
 THIS YEAR. KING GEORGE/ QUEEN VICTORIA/TWEEDSMUIR.

FAX 318 8232

5-11

This is in response to your request about school attendance.

### 1996 MEMORIAL

He did not start until Sept. 13, as he had to be IPRC'd and sent through his home school, Ryerson, to a behaviour class at Memorial School. He went half-days until Oct. 2, then alternated half-day/full day til Oct 23.

Susp. Oct. 26

In a letter written to the principal Dec. 18 I complained to the principal that from Nov. 2 to Dec. 18 he had been suspended fifteen days, not counting part days and early pickup.

Jan. 16 - left school property during lunch, six others suspended for a week from lunch hour program

Jan. 23 - pickup 1:00

Jan. 25 - pickup 1:30

Feb. 2 - pickup early and susp.

Feb. 5 - susp

Feb. 15 - susp - fighting

Feb. 28 - threatening to kill teacher and others - susp  
Feb. 28, 29

March 4, 5 - susp

March 7 - pickup early

March 8 - susp

March 9 - 18 - Winter Break

March 21 - threw playground rock at seagull - missed  
gull - hit little girl - cut above eye

Suspended 22, 25, 26, 27, 28, April 2, 3

April 4 - early pickup

April 9 - early pickup

April 16 - early pickup

April 17, 18 - susp

### 1998 RYERSON

There are numerous occasions where boys are "sent home" instead of being dealt with in school for swearing, kicking. Obstinance, etc.

April 24 - 5 day susp

May 12 - 5 day susp

- 3 day susp for other boy

May 25 - 5 day

I have had only one "in school" susp in the last six months

# ACTION ITEMS

*EDUCATION COMMITTEE*  
*1998 10 07*







# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

**To:** Education Committee

**From:** Marguerite Botting  
Superintendent of Instructional Services

**Date:** 1998 10 07

**Re:** Transition Committee: Assessment, Evaluation and Reporting

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## Recommended Action:

Moved by \_\_\_\_\_ that the report and recommendations prepared by the Transition Committee for Assessment, Evaluation and Reporting be received as distributed.

## Rationale:

This particular Transition Committee was small in number, but big in effort as the members focused on an immense and critical task. Assessment and evaluation are integral links in the teaching-learning process. What we assess we value. Our schools must plan, present and defend what they teach. Assessment of student achievement is a definite measure of a school's success.

The Transition Committee reviewed many areas and through this thoughtful work, the members determined that an Assessment Policy was an important next step. This is needed to help our schools self-manage their curriculum targets, meeting of quality standards, performance on achievement tests and yet be undeterred by the outside pressures of market competition. With acceptance of the Transition Committee's report, we can gather our representative groups together to begin our work in developing a comprehensive policy that will guide the system through provincial, system and individual student assessment.



## **Transition Committee**

for

### **Student Assessment, Evaluation & Reporting**

#### **Work Groups:**

1. System-wide Student Achievement Testing
2. Student Records
3. Electronic Tracking & Report Card Format (elementary)
4. Electronic Tracking & Report Card Format (secondary)
5. Merger of Policies / Procedures

The Work Groups presented their revised recommendations May 26, 1998 for the review of the Transition Committee. All recommendations were approved unanimously with awareness that minor changes would be made. The final recommendations are attached with an additional report that extracted the recommended policies as they were identified through the discussions.

This Transition Committee met for the first time March 24, 1998 and met as a full committee for 10 weeks. In addition to these meetings, the Work Groups met once a week in various locations, often going off-site, seeking out additional resource people, investigating other evaluation methods, etc. The members listed below were diligent, co-operative and very committed to identifying "Best Practice" or developing a new practice that would improve student learning. We are grateful for the gift of personal time and thoughtful insight each member provided to the Transition Committee's task.

#### **Members:**

Inta Aldridge  
Gail Belisario  
Doug Booth  
Sharon Bowler  
Jutta Busch  
Robert Chapman  
Anne Cliffe  
Joey Coleman  
Jeni Darling  
Wilma Dowling

Lesley Fraser  
Vas Gajic  
Marlene Gillan  
Ingrid Goertz  
Larry Grantham  
Karen Hogan  
Colleen Hycz  
Connie Kidd  
Chris Lawson  
Leslie Lemaich  
Betty Lindsay

Scott Lowrey  
Ron Mauro  
John McKnight  
Klara Owen  
Susan Pretula  
Elaine Pilgrim-Susi  
Scott Sincerbox  
Karla Tessaro  
Nancy Trankner-Kinley  
Nora-Lyn Veevers  
Kathy Watters





## SYSTEM-WIDE STUDENT ACHIEVEMENT TESTING

Unanimous Approval for Recommendations

98.05.26

The Transition Committee stated that there were no outstanding issues.

### MANDATE

To provide direction on formal system assessment and evaluation procedures, as well as reporting of results.

### POLICY

The purpose of system assessment, evaluation and reporting of results is to obtain fair, valid and reliable information for the improvement of student performance levels and instructional practices relevant to the expectations of The Ontario Curriculum (Grades 1-8) and Secondary School Reform. Assessment evaluation and reporting are linked to the teaching-learning cycle.

A policy in consultation with all stakeholders should be developed to implement and regulate formal system assessment, evaluation, and reporting of results.

The Hamilton-Wentworth District School Board should adhere to the Principles for Fair Student Assessment Practices for Education in Canada (Appendix). This is consistent with the policy of EQAO, testing agency, the Canadian School Boards Association and other educational organizations. Adherence to these principles promotes fair, valid and reliable assessment and evaluation of our students and use of results.

An appropriate contextual reporting process should be developed for student, school and system results.

### PROCEDURES

That appropriate human, financial and material resources be allocated for implementation of formal system assessments, and for using and reporting results.

That professional development be provided to address strategies for improving student results based on identified school needs. The school (strategic action) plan reflects these identified needs.

That professional development be provided to address assessment and evaluation literacy for teachers and parents, including information re Principles for Fair Student Assessment Practices for Education in Canada.

That a resource bank of formal assessment instruments, relevant to The Ontario Curriculum standards and expectations, and Secondary School Reform be developed and maintained for school use.

That system assessment, evaluation needs and procedures be reviewed annually by parents, school councils, teachers, school administrators, students or support staff, as appropriate.

## System Assessment in Hamilton-Wentworth District School Board #21

GRADE	1997	1998	1999	2000	2001	2002
1						
2						
3	EQAO Reading, Writing and Math  CAT/2 (County)	*EQAO Reading, Writing and Math	EQAO Reading, Writing and Math	EQAO Reading, Writing and Math	EQAO Reading, Writing and Math	EQAO Reading, Writing and Math
4						
5	CAT/2 (City)	CAT/2 (City and County)				
6	EQAO Math  CAT/2 (County)		EQAO Reading and Writing		EQAO Math	
7						
8	SAIP Math  CAT/2 (City)	SAIP Reading and Writing (2 <sup>nd</sup> Cycle)  CAT/2 (City)	1. SAIP Science (2 <sup>nd</sup> Cycle)  2. TIMMS-R			
9		EQAO Math		EQAO Reading and Writing		EQAO Math
10				1. EQAO Literacy  2. OECD Reading, Math and Science	EQAO Literacy	EQAO Literacy
11	SAIP Math	SAIP Reading and Writing (2 <sup>nd</sup> Cycle)	SAIP Science (2 <sup>nd</sup> Cycle)	OECD Reading, Math and Science		
12						

Grade 3 and Grade 10 EQAO assessments and CAT/2 include all students in the grade. All other assessments involve samples of students.



## System Assessment in Hamilton-Wentworth District School Board #21

The Minister of Education and Training in Ontario mandates the participation of our students in provincial, national and international assessments. The Education Quality and Accountability Office (EQAO) is the testing agency for Ontario. EQAO develops, implements and reports on provincial assessments, and is also responsible for reporting on national and international assessments conducted in Ontario.

Provincial assessment involves/will involve all students in grades 3 and 10, and samples of students in grades 6 and 9. National and international assessments involve samples of students. The Board, in both Hamilton and former Wentworth County, mandates administration of the Canadian Achievement Tests (2<sup>nd</sup> edition, 1992) to all students in grade 5, and in the city all grade 8 students are presently assessed as well. These assessments are described below, and the schedule of assessments is contained on the reverse.

Users of assessments (i.e., school boards) are responsible for making judgements regarding the validity of an assessment in relation to the purpose(s) for assessing students. The purpose of assessment must be clearly defined by the user (school board). The user is also responsible for ensuring reliability of procedures for administering the assessment, while the testing agency is usually responsible for providing information about the reliability of scoring.

Curriculum-based performance assessments are valued by educators for their strong validity in representing what students are actually expected to learn, for doing so in ways that are consistent with classroom activities and expectations, and for providing information which can be directly translated into curriculum-based action. Administration of these assessments is more difficult to standardize, and scoring of these involves making expert judgements about the quality of students' work. These are sometimes seen as less reliable due to apparent subjectivity. However, if administration is monitored for quality control and scoring is analysed for inter-rater similarity, reliability can be very good, and validity is maximized.

Broad-based assessments are designed to assess large and varied groups of students (e.g., national, international). Thus, they sample material from the curricula of the various jurisdictions. In doing so, there is a tendency to focus on the elements that the curricula have in common, which may or may not be considered important in the various jurisdictions, and may not represent up-to-date curriculum. Thus, validity of the assessment and the results varies by jurisdiction, and must be addressed by each jurisdiction in reporting results. Reliability is addressed in administration and scoring, and should be reported by the testing agency.

Multiple choice assessments may be broad-based (e.g., CAT/2), or more specifically curriculum-based in a particular jurisdiction (e.g., some elements of the EQAO assessments). The validity multiple choice assessment must be determined based on the depends on the curriculum relevance of both content and response method: Multiple choice responding may be considered inappropriate in particular jurisdictions due to curriculum emphasis on more active and problem-based student learning. Administration is standardized, but must be monitored to ensure reliability. Multiple choice tests are often machine-scored and generally have good scoring reliability if students' responses are monitored to ensure that the machine can pick up the marks. Norm-referenced tests are scored with reference to a comparison group of students.

Assessment	Scope	Type
CAT/2: Canadian Achievement Tests (2 <sup>nd</sup> edition, 1992)	City & county – all Gr. 5 students City – all Gr. 8 students	Broad-based, multiple choice Norm-referenced Local and national comparison groups
EQAO: Education Quality and Accountability Office	Provincial (Ontario) Gr. 3, 10 – all students Gr. 6, 9 – sample of students	Curriculum-based (Ontario) Performance assessment Possible multiple choice 1999+
OECD: Organization for Economic and Cooperative Development	International Various grades Sample of students	Curriculum sampling (international) Performance/multiple choice
SAIP: School Achievement Indicators Program	National (Canada) Various grades Sample of students	Curriculum sampling (Canada) Performance/multiple choice
TIMSS: Third International Mathematics and Science Study	International Various grades Sample of students	Curriculum sampling Performance/multiple choice

# EQAO's MISSION: ACCOUNTABILITY & IMPROVEMENT

**EQAO Mission:**  
EQAO will assure greater accountability and contribute to the enhancement of the quality of education in Ontario. This will be done through assessments and reviews based on objective, reliable and relevant information, and the timely release of that information along with recommendations for system improvement.

When it was founded, EQAO's mandate included the development of a coherent and manageable large-scale assessment program for Ontario in both English and French. EQAO has actively sought out and learned from the experiences and the research in other jurisdictions with a longer history of large-scale assessment.

After a thorough search of the assessment literature and consultation with assessment experts in several other provinces and countries, it was clear that there is no one right way to conduct assessments. Almost all modern countries are in the process of refining, replacing, enhancing and sometimes reinventing their assessment methods. On the basis of the experience of others, EQAO determined that large-scale assessment in Ontario must be designed intentionally not only to provide information for accountability but also to foster genuine improvements in learning for all students.

This commitment to both accountability and improvement led to two vital underlying criteria for the development of any EQAO assessment: the assessment must be of high quality to ensure reliable and valid data on student achievement, and the assessment must contribute to student learning by enhancing the knowledge and skills of teachers, the educational community as a whole, and the public.

EQAO is committed to following recognized principles for assessment practices and implementing quality control activities and procedures to monitor each stage of the assessment process. EQAO adheres to the *Principles for Fair Student Assessment Practices in Canada* which are widely recognized and endorsed by measurement and educational associations in Canada. These principles give detailed guidelines for the developers and users of large-scale assessment methods. They include:

- ✦ Defining the intended purposes and uses of the assessment and warning against common misuses;
- ✦ Reviewing the materials for sensitive, offensive or misleading language;
- ✦ Describing the specialized skills and training necessary to make valid interpretations of scores;
- ✦ Providing evidence of the comparability of different forms of the assessment;
- ✦ Providing clear instructions for administration;
- ✦ Describing scoring procedures;
- ✦ Informing students and parents<sup>1</sup> about the content and nature of the assessment;
- ✦ Describing procedures for parents/guardians to register concern about the assessment;
- ✦ Informing all persons with a stake in the assessment of the uses to be made of the results; and
- ✦ Interpreting results in light of factors that might influence them.

EQAO's quality control measures and procedures are applied at each stage of the assessment process to monitor quality (the instrument development, the materials, the instructions, the teacher training, the administration, the scoring, and the reporting).

<sup>1</sup> All reference to parents in this report refers to both parents and legal guardians.



**STUDENT RECORDS**

## Unanimous Approval for Recommendations

98.05.26

**OUTSTANDING ISSUES**

1. The Transition Committee recommended that staffing numbers must accommodate the volume of student records to be managed. Consistency in the management of these records is important to the community as well as our system.
2. The Student Information System is critical to the efficient and accurate collection of student records.
3. There should be a one year moratorium before implementation changes are made. Once a timeline has been determined for the centralization of student records, additional staff will be needed to ensure this is an orderly process.
4. The OSR and its accompanying records should remain with the local school.
5. Representation for the secondary school was not available to the Work Group; but, a response to draft recommendations was given through a representative of the Transition Committee. The secondary school representative advocated for a "school-based" information system.



# STUDENT RECORDS WORK GROUP - STUDENT ASSESSMENT, EVALUATION & REPORTING TRANSITION COMMITTEE

RECOMMENDATIONS	RATIONALE
That in all recommendations Protection of Privacy legislation, Ministry Guidelines, and Board Policy should take precedent.	Legal considerations.
That the designated supervisory officer be responsible for transcripts produced at the central facility.	Certification of transcripts requires the signature of a SO.
That the Superintendent of Instructional Services have overall responsibility for the tracking and storage of the following information: (a) Child Abuse (b) Suspensions * (c) Violent Incident Reporting *	<p>(a) Report for child abuse be directed to the Supervisor of Social Work for storage. Policies and procedures for the HWDSB be integrated by June 1999;</p> <p>(b) Subject to the review currently underway, that copies of suspension letters go to the relevant social worker with copies to the Supervisor of Social Work Services. This will fulfill the requirements of the Education Act which requires involvement of the Attendance Counsellor;</p> <p>(c) Documentation for incident reporting be maintained in the OSR in accordance with the HWDSB policies. A single procedure should be developed to coordinate the collection of records to be submitted to the Ministry for the September Board Report. That consideration be given to including the tracking and storage of this information centrally through the Student Information Systems. That the Superintendent appoint the Supervisor of Social Work to co-ordinate the process for information to be stored centrally;</p> <p>(d) (i) Custody documentation be maintained in the OSR according to the regulations, (ii) Requests for the OSR by the court be made through the Superintendent in accordance with Board policy, (iii) Court documentation re: habitual absence be filed in the central file;</p> <p>(e) OSRs for students involved in home schooling be housed centrally in a secure area.</p>
(d) Court Documentation  (e) Home Schooling  * or Superintendent responsible for Safe Schools ??	
That the homeschooling process be aligned.	Issues such as registration at a local school and the responsibility for the home-schooled student (i.e. principal or Supervisory Officer) need to be resolved.

RECOMMENDATIONS	RATIONALE
<p>That OSRs used to produce transcripts be maintained in one (central) location five years after graduation/retirement.</p>	<p>Access by staff (e.g. Superintendents re: homeschooled students) and public (i.e. to request transcripts);  Space is available in the Education Centre to accommodate former County OSRs in storage as well as those currently held in the schools;  Elimination of duplication (i.e. staff effort re: photocopying, filing, etc.) and an increase in storage space in the former County schools;  Access to appropriate mail/transportation facilities by Student Records staff (i.e. cartage &amp; Priority Post for OSRs being mailed within province as well as between the central facility and the schools);  The position of Student Records clerk already exists in the central facility and the job description and functions/duties have been approved by the former City Board re: procedures/policy;  Student Records clerk acts as liaison with Ministry;  This conforms with the policies/procedures of other Boards in the province (e.g. HWCDSB).</p>
<p>That OSRs/transcripts be relocated to the central Student Records facility by:</p> <ul style="list-style-type: none"> <li>(a) former County Elementary schools re: deceased students or students who have moved out of province asap;</li> <li>(b) Secondary composite schools five years after graduation/retirement;</li> <li>(c) Secondary vocational schools and Glenwood five years after graduation/retirement.</li> </ul>	<p>Access is standardized for former students requiring transcripts, for schools within the province requiring transfers of the OSRs, and for schools outside of the province requiring transcripts;  Space is available in the central facility for the former County elementary OSRs and secondary transcripts;  Schools will continue to be able to provide transcripts for five years after graduation/retirement (former City schools currently have the ability to produce transcripts using the SIS for four years after graduation/retirement).</p>
<p>That stored OSRs in the former County storage facility be microfilmed and the microfilms be sent to the central Student Records facility.</p>	<p>Some of the former County records have been microfilmed but the quality is poor thus necessitating refilming;  This recommendation frees up space in the storage facility at Ancaster High School for other records.</p>
<p>That OSOR cards from closed schools (former County) be transferred to the central Student Records facility.</p>	<p>Student Records facility already stores former City OSOR cards and the addition of the former County OSOR cards will result in one storage area.</p>



RECOMMENDATIONS	RATIONALE
That daily Attendance Registers be kept at the school for 30 years and the Board Archives collect, house and catalogue Registers older than 30 years.	Ministry directives will be maintained (for auditing purposes) and Board history will be preserved.
That Student Records staff have the ability to produce transcripts from an online historical file.	Current inactive files are inaccessible; Production and distribution of transcripts will be faster and easier.
That Student Records staff have access to any future province-wide online system dealing with student records.	Improvements in accessibility will improve production and distribution of transcripts.
That an additional staff person may be needed to assist in the production of transcripts after graduation/retirement when transcripts/OSRs are relocated to the central facility.	Additional staff person equates to the efforts made by former County school and board personnel in the production and storage of transcripts/OSRs after graduation/retirement; Dr. Harry Paikin Library and staff currently acts as reception for Student Records but if the central facility is moved from the Education Centre the additional staff person will be required to assist with inquiries/payments/pickups, etc.; Casual staff may no longer be required to assist with the purging of OSRs, as well as extended absences of the Student Records clerk (i.e. vacation); Appropriate technical support will also be required for the future implementation of hardware/software.
That Adult & Continuing Education records remain separate from the central Student Records facility at the Adult & Continuing Education location.	Many night/summer school students were never enrolled in either the former City or County day school programs.
That OSRs from Jackson High to be located at the Adult and Continuing Education facility.	Updated information is located at A&CE; The Principal of Adult & Continuing Education already signs Jackson High transcripts; Student Records does not have the updated information from Jackson High in the OSRs at the central facility; This will match the procedures of other Boards in the province.
That a standard fee for transcripts be charged.	Standardized fee across the system is fair and equitable.

6-10

RECOMMENDATIONS	RATIONALE
That a review of procedures relating to OSR maintenance be offered to school staff by principals on an annual basis.	Inservice re: maintenance of OSRs by the schools will assist school staff as well as Student Records staff after transfer to the central facility.
That a Records Management Retention Schedule for the HWDSB be developed to include all official documents and be adopted as Policy/Procedure by all departments.	Separate retention schedules (both the former City and the County Boards had retention schedules) need to be investigated and an amalgamated version be developed.
That new policies/procedures/forms re: Student Records be updated and approved for implementation as soon as possible after a one year moratorium.	H-WDSB policies and procedures re: student records should be clear and available to all staff as soon as possible after approval/updates are complete.

Work Group members:

Doug Booth  
Jeni Darling  
Karyn Hogan  
Collen Hycz  
Elaine Pilgrim-Susi

Draft #7  
June 4, 1998

## ELECTRONIC TRACKING & REPORT CARD FORMAT (ELEMENTARY)

Unanimous Approval for Recommendations

98.05.26

### OUTSTANDING ISSUE

The Transition Committee recommended that providing system-wide support and in-service programs is critical for the success of each stage of the continuum in the assessment and evaluation process. There was a strong statement that support personnel should provide both program and technical support.

### RECOMMENDATIONS

In order to make electronic tracking and reporting authentic and effective, we recommend that the following items must be in place:

- ◇ creation of a system assessment and evaluation policy
- ◇ each school should have clearly delineated assessment and evaluation procedures including the development of an implementation plan which reflects a continuum of levels of electronic tracking and reporting competencies of teachers and administrators
- ◇ provide system-wide support and in-service programs for each stage along that continuum
- ◇ all schools will produce an electronic Ontario Report Card as of September 1998. The following software may be used: Filemaker Pro, or a combination of ESAP and FileMaker Pro (where ESAP data is imported to FileMeker Pro)
- ◇ during the 1998-99 school year, at least one full-time technical position be provided to support the required implementation of the electronic Ontario Report Card
- ◇ continue to develop an electronic tracking system to assist teachers in linking individual assessment to Ministry expectations and that the Ministry develop such a system for provincial implementation
- ◇ provide equal accessibility to appropriate software and hardware to support electronic tracking and reporting by teachers
- ◇ develop system materials in a consistent format to support and clarify Ministry expectations in each area of study and for each grade





## WORK GROUP - Electronic Tracking & Report Card Format (Elementary)

In order to make electronic tracking and reporting authentic and effective, we recommend that the following must be in place:

RECOMMENDATIONS	RATIONALE
◇ creation of a system assessment and evaluation policy	<ul style="list-style-type: none"> <li>• Consistent board-wide practices/reference needed for clear communication of student assessment, evaluation and reporting.</li> <li>• Community expects consistent and clear procedures across H-WDSB in all these areas.</li> <li>• Wide spectrum of input (parents, students, teachers, administrators, support staff, trustees) needed in development.</li> <li>• Thorough review of practices/policies in former boards necessary to address the needs of all stakeholders.</li> </ul>
◇ each school should have clearly delineated assessment and evaluation procedures including the development of an implementation plan which reflects a continuum of levels of electronic tracking and reporting competencies of teachers and administrators	<ul style="list-style-type: none"> <li>• Teachers, students and parents need to clearly understand assessment and evaluation procedures to interpret the level of student performance.</li> <li>• Current staff are at various levels of computer competency.</li> </ul>
◇ provide system-wide support and in-service programs for each stage along that continuum	<ul style="list-style-type: none"> <li>• Necessary to adequately implement the Ontario Report Card and the Ontario Curriculum across H-WDSB.</li> <li>• Needed to develop teacher/administrator understanding of assessment/reporting changes and their competence of use.</li> </ul>
◇ all schools will produce an electronic Ontario Report Card as of September 1998. The following software may be used: FileMaker Pro, or a combination of ESAP and FileMaker Pro (where ESAP data is imported to FileMaker Pro).	<ul style="list-style-type: none"> <li>• Ministry directive requires implementation of the electronic Ontario Report Card.</li> <li>• Recommendation supports current activities and moves to consistent board-wide process that can be supported by school hardware and staff levels of electronic competencies.</li> </ul>
◇ during the 1998-99 school year, at least one full-time technical support position be provided to support the required implementation of the electronic Ontario Report Card	<ul style="list-style-type: none"> <li>• Technical support is critical for Ministry required implementation of the electronic Ontario Report Card in all H-WDSB schools.</li> <li>• On-going immediate resolution of technical hardware and software difficulties as they arise is essential.</li> </ul>
◇ continue to develop an electronic tracking system to assist teachers in linking individual assessment to Ministry expectations and that the Ministry develop such a system for provincial implementation	<ul style="list-style-type: none"> <li>• The Ontario Curriculum and Ontario Report Card requires tracking of each student's performance of each expectation (a massive task).</li> <li>• To assist teachers in recording expectations addressed, how assessed and student's performance level (management of records).</li> </ul>

RECOMMENDATIONS	RATIONALE
<ul style="list-style-type: none"> <li>◇ provide equal accessibility to appropriate software and hardware to support electronic tracking and reporting by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers require ready access to both software and adequate hardware to properly complete the electronic Ontario Report Card.</li> <li>• Many schools will need computer and peripheral upgrades.</li> </ul>
<ul style="list-style-type: none"> <li>◇ develop system materials in a consistent format to support and clarify Ministry expectations in each area of study and for each grade</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent expectations are needed when teachers evaluate student performance.</li> <li>• Students and parents need the same consistent expectations to interpret report cards (student performance).</li> </ul>

980519

### Electronic Tracking & Report Card Format (Elementary) Work Group

Inta Aldridge, teacher - Central Park School

Gail Belisario, principal - Queensdale School

Jutta Busch, teacher - Franklin Road School

Anne Cliffe, V.P. - G.L. Armstrong School

Bob Chapman, project leader - Assessment (city schools)

Wilma Dowling, co-ordinator - Assessment (county schools)

Marlene Gillan, teacher - Helen Detwiler School

Ingrid Goertz, teacher - Dundas District School

Leslie Lemaich, parent - Glen Brae School

Scott Sincerbox, teacher - Sherwood Heights School

Nancy Trankner-Kinley, parent

Kathy Watters, principal - Prince Philip School

## ELECTRONIC TRACKING & REPORT CARD FORMAT (SECONDARY)

Unanimous Approval for Recommendations

98.05.26

The Transition Committee stated that there were no outstanding issues.

### RECOMMENDATIONS / RATIONALE

That an Assessment and Evaluation policy be developed for the secondary schools which addresses the needs of all stakeholders. Such a policy (to be developed in full consultation with teachers, support staff, parents, students and administrators) will result in more consistent assessment and evaluation practices in secondary schools in the Hamilton-Wentworth District School Board.

That materials or guidelines which are required be developed in a consistent format in order to support and clarify Ministry curriculum expectations. School staff and appropriate supervisory officers will identify which materials are required in order to support teachers and the implementation of various curriculum initiatives. Curriculum materials which are in a consistent format will facilitate implementation.

That secondary schools be provided with the hardware and software that will enable them to:

- ◊ produce reports at the school level
- ◊ transmit required information to Board office electronically.

A school-based information system will allow schools to track student's performance more efficiently. It will also be required to achieve the other recommendations in this report.

That secondary schools issue a minimum of two reports per semester, with the preferred distribution sequence being:

Preliminary – five to six weeks after start of semester	Preliminary report to provide an early overview of student's progress (work habits, attendance .....)
Mid-Semester – Half way in semester	Mid-Semester report to provide an accurate assessment of student's performance
Final Report – End of Semester	Final report to provide a summary of student's performance during the semester / year

That schools have the option of designing their own Preliminary and Mid-semester reports. Mid-semester Reports should include the following information:

- ◊ Student Achievement, including teacher comments
- ◊ Attendance (school and classes)
- ◊ Behaviour
- ◊ Subject medians or averages

School-based design of preliminary and mid-semester reports allows schools to issue reports that reflect the needs of their own school community.



That Final report cards be generated and produced at the school level and have a common format for all secondary schools in the Hamilton-Wentworth District School Board. Final reports to include the following information:

- ◊ Student Achievement, including teacher comments
- ◊ Attendance (school and classes)
- ◊ Behaviour
- ◊ Subject medians or averages
- ◊ Total number of Credits accumulated
- ◊ Compulsory requirements (Literacy Test, 40 hours community service, etc.)
- ◊ Recommended course level for the following year (optional)

School generated reports will improve efficiency across the system and will help in registration and transfer of students within the Hamilton-Wentworth District School Board. A common Final Report format will achieve consistency across the system and will help in registration and transfer of students within the Hamilton-Wentworth District School Board.

That schools be provided with the hardware and software that will enable schools to maintain an electronic portfolio for each student where such information can be tracked:

- ◊ career education experiences, volunteering, co-operative education etc.
- ◊ subject selections
- ◊ credit accumulation
- ◊ demographics
- ◊ co-curricular achievements
- ◊ discipline incidents
- ◊ prior learning experiences

A school based information system will meet the needs of all stakeholders in a timely and efficient manner. Communication among all schools (city and county) will be improved. Having this information readily available in the school will greatly improve the ability of schools to track students' performance and to deal quickly with any student concerns.

That secondary schools be provided with appropriate resources, support and in-service in order to implement the above recommendations. Schools need financial resources, as well as in-service and technical support in order to facilitate the transition to a new system of reporting.



## MERGER OF POLICIES AND PROCEDURES

### RECOMMENDED POLICIES

The following policy recommendations were developed from the discussion that occurred within each of the four Work Groups of the Transition Committee.

1. It is important for the system to regularly promote (and review) for all the stakeholders that the assessment and evaluation process is being closely linked to the teaching-learning cycle throughout the system.
2. There is a need to identify the necessary resources required by the schools so that the system assessment and evaluation process will follow E.Q.AO. Guidelines.
3. A policy should provide information about student performance levels relevant to the expectations of current curriculum.
4. Information obtained must be used to improve practice and student achievement.
5. A professional development program is needed to address strategies for improving student results, based on identified school needs.
6. A policy should be developed to implement and regulate formal system assessment, the purpose of the assessment, the evaluation and reporting of results.
7. All representative groups should be involved in the development of a system-wide assessment policy.
8. The Hamilton-Wentworth District School Board should adhere to the Principles for Fair Student Assessment Practices for Education in Canada (Appendix A). This is consistent with the policy of EQAO testing agency, the Canadian School Boards Association and other educational organizations. Adherence to these principles promotes fair, valid and reliable assessment of our students and use of results.
9. The Student Identification System or an alternative program should be an important part of the contextual reporting process.
10. In the collection of assessment information for students, Protection of Privacy legislation, Ministry guidelines and Board policy should take precedence.
11. A new policy, procedures and forms should be updated as soon as possible for implementation sometime within the 1998-99 school year.



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# Principles for Fair Student Assessment Practices for Education in Canada

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The *Principles of Fair Student Assessment Practices for Education in Canada* was developed by a Working Group guided by a Joint Advisory Committee. The Joint Advisory Committee included two representatives appointed by each of the following professional organizations: Canadian Education Association, Canadian School Boards Association, Canadian Association for School Administrators, Canadian Teachers' Federation, Canadian Guidance and Counselling Association, Canadian Association of School Psychologists, Canadian Council for Exceptional Children, Canadian Psychological Association, and Canadian Society for the Study of Education. In addition, the Joint Advisory Committee included a representative of the Provincial and Territorial Ministries and Departments of Education.

Financial support for the development and dissemination of the *Principles* was provided principally by the Walter and Duncan Gordon Charitable Foundation, with additional support provided by various Faculties, Institutes, and Colleges of Education and Provincial and Territorial Ministries and Departments of Education in Canada. This support is gratefully acknowledged.

The following professional organizations have endorsed the *Principles*: Canadian School Boards Association, Canadian Association for School Administrators, Canadian Teachers' Federation, Canadian Guidance and Counselling Association, Canadian Association of School Psychologists, Canadian Council for Exceptional Children, Canadian Psychological Association, and Canadian Society for the Study of Education.

The Joint Advisory Committee invites users to share their experiences in working with the *Principles* and to submit any suggestions that could be used to revise and improve the *Principles*. Comments and suggestions should be sent to the Joint Advisory Committee at the address shown below.

The *Principles for Fair Student Assessment Practices for Education in Canada* is not copyrighted. Reproduction and dissemination are encouraged. Please cite the *Principles* as follows:

Principles for Fair Student Assessment Practices for Education in Canada. (1993). Edmonton, Alberta: Joint Advisory Committee. (Mailing Address: Joint Advisory Committee, Centre for Research in Applied Measurement and Evaluation, 3-104 Education Building North, University of Alberta, Edmonton, Alberta, T6G 2G5).



# Principles for Fair Student Assessment Practices for Education in Canada

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The *Principles for Fair Student Assessment Practices for Education in Canada* contains a set of principles and related guidelines generally accepted by professional organizations as indicative of fair assessment practice within the Canadian educational context. Assessments depend on professional judgment; the principles and related guidelines presented in this document identify the issues to consider in exercising this professional judgment and in striving for the fair and equitable assessment of all students.

Assessment is broadly defined in the *Principles* as the process of collecting and interpreting information that can be used (i) to inform students, and their parents/guardians where applicable, about the progress they are making toward attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired, and (ii) to inform the various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about students. Principles and related guidelines are set out for both developers and users of assessments. Developers include people who construct assessment methods and people who set policies for particular assessment programs. Users include people who select and administer assessment methods, commission assessment development services, or make decisions on the basis of assessment results and findings. The roles may overlap, as when a teacher or instructor develops and administers an assessment instrument and then scores and interprets the students' responses, or when a ministry or department of education or local school system commissions the development and implementation of an assessment program and scoring services and makes decisions on the basis of the assessment results.

The *Principles for Fair Student Assessment Practices for Education in Canada* is the product of a comprehensive effort to reach consensus on what constitutes sound principles to guide the fair assessment of students. The principles and their related guidelines should be considered neither exhaustive nor mandatory; however, organizations, institutions, and individual professionals who endorse them are committing themselves to endeavor to follow their intent and spirit so as to achieve fair and equitable assessments of students.

## Organization and Use of the Principles

The principles and their related guidelines are organized in two parts. Part A is directed at assessments carried out by teachers at the elementary and secondary school levels. Part A is also applicable at the post-secondary level with some modifications, particularly with respect to whom assessment results are reported. Part B is directed at standardized assessments developed external to the classroom by commercial test publishers, provincial and territorial ministries and departments of education, and local school jurisdictions (boards, boroughs, counties, and school districts).

Five general principles of fair assessment practices are provided in each Part. Each principle is followed by a series of guidelines for practice. In the case of Part A where no prior sets of standards for fair practice exist, a brief comment accompanies each guideline to help clarify and illuminate the guideline and its application.

The Joint Advisory Committee recognizes that in the field of assessment some terms are defined or used differently by different groups of people. To maintain as much consistency in terminology as possible, an attempt has been made to employ generic terms in the *Principles*.

# **A** CLASSROOM ASSESSMENTS

Part A is directed toward the development and selection of assessment methods and their use in the classroom by teachers. Based on the conceptual framework provided in the *Standards for Teacher Competence in Educational Assessment of Students* (1990), it is organized around five interrelated themes:

- I. Developing and Choosing Methods for Assessment
- II. Collecting Assessment Information
- III. Judging and Scoring Student Performance
- IV. Summarizing and Interpreting Results
- V. Reporting Assessment Findings

The Joint Advisory Committee acknowledges that not all of the guidelines are equally applicable in all circumstances. However, consideration of the full set of principles and guidelines within Part A should help to achieve fairness and equity for the students to be assessed.

## **I. Developing and Choosing Methods for Assessment**

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Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.

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Assessment method is used here to refer to the various strategies and techniques that teachers might use to acquire assessment information. These strategies and techniques include, but are not limited to, observations, text- and curriculum-embedded questions and tests, paper-and-pencil tests, oral questioning, benchmarks or reference sets, interviews, peer-and self-assessments, standardized criterion- referenced and norm-referenced tests, performance assessments, writing samples, exhibitions, portfolio assessment, and project and product assessments. Several labels have been used to describe subsets of these alternatives, with the most common being “direct assessment,” “authentic assessment,” “performance assessment,” and “alternative assessment.” However, for the purpose of the *Principles*, the term assessment method has been used to encompass all the strategies and techniques that might be used to collect information from students about their progress toward attaining the knowledge, skills, attitudes, or behaviors to be learned.

- 1. Assessment methods should be developed or chosen so that inferences drawn about the knowledge, skills, attitudes, and behaviors possessed by each student are valid and not open to misinterpretation.

Validity refers to the degree to which inferences drawn from assessments results are meaningful. Therefore, development or selection of assessment methods for collecting information should be clearly linked to the purposes for which inferences and decisions are to be made. For example, to monitor the progress of students as proofreaders and editors of their own work, it is better to assign an actual writing task, to allow time and resources for editing (dictionaries, handbooks, etc.), and to observe students for evidence of proofreading and editing skill as they work than to use a test containing discrete items on usage and grammar that are relatively devoid of context.

- ▶ 2. Assessment methods should be clearly related to the goals and objectives of instruction, and be compatible with the instructional approaches used.

To enhance validity, assessment methods should be in harmony with the instructional objectives to which they are referenced. Planning an assessment design at the same time as planning instruction will help integrate the two in meaningful ways. Such joint planning provides an overall perspective on the knowledge, skills, attitudes, and behaviors to be learned and assessed, and the contexts in which they will be learned and assessed.

- ▶ 3. When developing or choosing assessment methods, consideration should be given to the consequences of the decisions to be made in light of the obtained information.

The outcomes of some assessments may be more critical than others. For example, misinterpretation of the level of performance on an end-of-unit test may result in incorrectly holding a student from proceeding to the next instructional unit in a continuous progress situation. In such “high-stake” situations, every effort should be made to ensure the assessment method will yield consistent and valid results. “Low stake” situations, such as determining if a student has correctly completed an in-class assignment, can be less stringent. Low stake assessments are often repeated during the course of a reporting period using a variety of methods. If the results are aggregated to form a summary comment or grade, the summary will have greater consistency and validity than its component elements.

- ▶ 4. More than one assessment method should be used to ensure comprehensive and consistent indications of student performance.

To obtain a more complete picture or profile of a student’s knowledge, skills, attitudes, or behaviors, and to discern consistent patterns and trends, more than one assessment method should be used. Student knowledge might be assessed using completion items; process or reasoning skills might be assessed by observing performance on a relevant task; evaluation skills might be assessed by reflecting upon the discussion with a student about what materials to include in a portfolio. Self-assessment may help to clarify and add meaning to the assessment of a written communication, science project, piece of art work, or an attitude. Use of more than one method will also help minimize inconsistency brought about by different sources of measurement error (for example, poor performance because of an “off-day”; lack of agreement among items included in a test, rating scale, or questionnaire; lack of agreement among observers; instability across time).

- ▶ 5. Assessment methods should be suited to the backgrounds and prior experiences of students.

Assessment methods should be free from bias brought about by student factors extraneous to the purpose of the assessment. Possible factors to consider include culture, developmental stage, ethnicity, gender, socio-economic background, language, special interests, and special needs. Students’ success in answering questions on a test or in an oral quiz, for example, should not be dependent upon prior cultural knowledge, such as understanding an allusion to a cultural tradition or value, unless such knowledge falls within the content domain being assessed. All students should be given the same opportunity to display their strengths.

- ▶ 6. Content and language that would generally be viewed as sensitive, sexist, or offensive should be avoided.

The vocabulary and problem situation in each test item or performance task should not favour or discriminate against any group of students. Steps should be taken to ensure that stereotyping is not condoned. Language that might be offensive to particular groups of students should be avoided. A judicious use of different roles for males and females and for minorities and the careful use of language should contribute to more effective and, therefore, fairer assessments.



- 7. Assessment instruments translated into a second language or transferred from another context or location should be accompanied by evidence that inferences based on these instruments are valid for the intended purpose.

Translation of an assessment instrument from one language to another is a complex and demanding task. Similarly, the adoption or modification of an instrument developed in another country is often not simple and straightforward. Care must be taken to ensure that the results from translated and imported instruments are not misinterpreted or misleading.

## II. Collecting Assessment Information

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Students should be provided with a sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviors being assessed.

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Assessment information can be collected in a variety of ways (observations, oral questioning, interviews, oral and written reports, paper-and-pencil tests). The guidelines which follow are not all equally applicable to each of these procedures.

- 1. Students should be told why assessment information is being collected and how this information will be used.

Students who know the purpose of an assessment are in a position to respond in a manner that will provide information relevant to that purpose. For example, if students know that their participation in a group activity is to be used to assess cooperative skills, they can be encouraged to contribute to the activity. If students know that the purpose of an assessment is to diagnose strengths and weaknesses rather than to assign a grade, they can be encouraged to reveal weaknesses as well as strengths. If the students know that the purpose is to assign a grade, they are well advised to respond in a way that will maximize strength. This is especially true for assessment methods that allow students to make choices, such as with optional writing assignments or research projects.

- 2. An assessment procedure should be used under conditions suitable to its purpose and form.

Optimum conditions should be provided for obtaining data from and information about students so as to maximize the validity and consistency of the data and information collected. Common conditions include such things as proper light and ventilation, comfortable room temperature, and freedom from distraction (e.g., movement in and out of the room, noise). Adequate work-space, sufficient materials, and adequate time limits appropriate to the purpose and form of the assessment are also necessary. For example, if the intent is to assess student participation in a small group, adequate work space should be provided for each student group, with sufficient space between subgroups so that the groups do not interfere with or otherwise influence one another and so that the teacher has the same opportunity to observe and assess each student within each group.

- 3. In assessments involving observations, checklists, or rating scales, the number of characteristics to be assessed at one time should be small enough and concretely described so that the observations can be made accurately.

Student behaviors often change so rapidly that it may not be possible simultaneously to observe and record all the behavior components. In such instances, the number of components to be observed should be reduced and the components should be described as concretely as possible. One way to manage an observation is to

divide the behavior into a series of components and assess each component in sequence. By limiting the number of components assessed at one time, the data and information become more focused, and time is not spent observing later behavior until prerequisite behaviors are achieved.

- 4. The directions provided to students should be clear, complete, and appropriate for the ability, age, and grade level of the students.

Lack of understanding of the assessment task may prevent maximum performance or display of the behavior called for. In the case of timed assessments, for example, teachers should describe the time limits, explain how students might distribute their time among parts for those assessment instruments with parts, and describe how students should record their responses. For a portfolio assessment, teachers should describe the criteria to be used to select the materials to be included in a portfolio, who will select these materials, and, if more than one person will be involved in the selection process, how the judgments from the different people will be combined. Where appropriate, sample material and practice should be provided to further increase the likelihood that instructions will be understood.

- 5. In assessments involving selection items (e.g., true-false, multiple-choice), the directions should encourage students to answer all items without threat of penalty.

A correction formula is sometimes used to discourage “guessing” on selection items. The formula is intended to encourage students to omit items for which they do not know the answer rather than to “guess” the answer. Because research evidence indicates that the benefits expected from the correction are not realized, the use of the formula is discouraged. Students should be encouraged to use whatever partial knowledge they have when choosing their answers, and to answer all items.

- 6. When collecting assessment information, interactions with students should be appropriate and consistent.

Care must be taken when collecting assessment information to treat all students fairly. For example, when oral presentations by students are assessed, questioning and probes should be distributed among the students so that all students have the same opportunity to demonstrate their knowledge. While writing a paper-and-pencil test, a student may ask to have an ambiguous item clarified, and, if warranted, the item should be explained to the entire class.

- 7. Unanticipated circumstances that interfere with the collection of assessment information should be noted and recorded.

Events such as a fire drill, an unscheduled assembly, or insufficient materials may interfere in the way in which assessment information is collected. Such events should be recorded and subsequently considered when interpreting the information obtained.

- 8. A written policy should guide decisions about the use of alternate procedures for collecting assessment information from students with special needs and students whose proficiency in the language of instruction is inadequate for them to respond in the anticipated manner.

It may be necessary to develop alternative assessment procedures to ensure a consistent and valid assessment of those students who, because of special needs or inadequate language, are not able to respond to an assessment method (for example, oral instead of written format, individual instead of group administered, translation into first language, providing additional time). The use of alternate procedures should be guided by a written policy developed by teachers, administrators, and other jurisdictional personnel.

### III. Judging and Scoring Student Performance

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Procedures for judging or scoring student performance should be appropriate for the assessment method used and be consistently applied and monitored.

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Judging and scoring refers to the process of determining the quality of a student's performance, the appropriateness of an attitude or behavior, or the correctness of an answer. Results derived from judging and scoring may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

- ▶ 1. Before an assessment method is used, a procedure for scoring should be prepared to guide the process of judging the quality of a performance or product, the appropriateness of an attitude or behavior, or the correctness of an answer.

To increase consistency and validity, properly developed scoring procedures should be used. Different assessment methods require different forms of scoring. Scoring selection items (true-false, multiple-choice, matching) requires the identification of the correct or, in some instances, best answer. Guides for scoring essays might include factors such as the major points to be included in the "best answer" or models or exemplars corresponding to different levels of performance at different age levels and against which comparisons can be made. Procedures for judging other performances or products might include specification of the characteristics to be rated in performance terms and, to the extent possible, clear descriptions of the different levels of performance or quality of a product.

- ▶ 2. Before an assessment method is used, students should be told how their responses or the information they provide will be judged or scored.

Informing students prior to the use of an assessment method about the scoring procedures to be followed should help ensure that similar expectations are held by both students and their teachers.

- ▶ 3. Care should be taken to ensure that results are not influenced by factors that are not relevant to the purpose of the assessment.

Various types of errors occur in scoring, particularly when a degree of subjectivity is involved (e.g., marking essays, rating a performance, judging a debate). For example, if the intent of a written communication is to assess content alone, the scoring should not be influenced by stylistic factors such as vocabulary and sentence structure. Personal bias errors are indicated by a general tendency to rate all students in approximately the same way (e.g., too generously or too severely). Halo effects can occur when a rater's general impression of a student influences the rating of individual characteristics or when a previous rating influences a subsequent rating. Pooled results from two or more independent raters (teachers, other students) will generally produce a more consistent description of student performance than a result obtained from a single rater. In combining results, the personal biases of individual raters tend to cancel one another.

- ▶ 4. Comments formed as part of scoring should be based on the responses made by the students and presented in a way that students can understand and use them.

Comments, in oral and written form, are provided to encourage learning and to point out correctable errors or inconsistencies in performance. In addition, comments can be used to clarify a result. Such feedback should be based on evidence pertinent to the learning outcomes being assessed.



- 5. Any changes made during scoring should be based upon a demonstrated problem with the initial scoring procedure. The modified procedure should then be used to rescore all previously scored responses.

Anticipating the full range of student responses is a difficult task for several forms of assessment. There is always the danger that unanticipated responses or incidents that are relevant to the purposes of the assessment may be overlooked. Consequently, scoring should be continuously monitored for unanticipated responses and these responses should be taken into proper account.

- 6. An appeal process should be described to students at the beginning of each school year or course of instruction that they may use to appeal a result.

Situations may arise where a student believes a result incorrectly reflects his/her level of performance. A procedure by which students can appeal such a situation should be developed and made known to them. This procedure might include, for example, checking for addition or other recording errors or, perhaps, judging or scoring by a second qualified person.

## IV. Summarizing and Interpreting Results

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Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the goals and objectives of instruction for the reporting period.

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Summarizing and interpreting results refers to the procedures used to combine assessment results in the form of summary comments and grades which indicate both a student's level of performance and the valuing of that performance.

- 1. Procedures for summarizing and interpreting results for a reporting period should be guided by a written policy.

Summary comments and grades, when interpreted, serve a variety of functions. They inform students of their progress. Parents, teachers, counsellors, and administrators use them to guide learning, determine promotion, identify students for special attention (e.g., honours, remediation), and to help students develop future plans. Comments and grades also provide a basis for reporting to other schools in the case of school transfer and, in the case of senior high school students, post-secondary institutions and prospective employers. They are more likely to serve their many functions and those functions are less likely to be confused if they are guided by a written rationale or policy sensitive to these different needs. This policy should be developed by teachers, school administrators, and other jurisdictional personnel in consultation with representatives of the audiences entitled to receive a report of summary comments and grades.

- 2. The way in which summary comments and grades are formulated and interpreted should be explained to students and their parents/guardians.

Students and their parents/guardians have the "right-to-know" how student performance is summarized and interpreted. With this information, they can make constructive use of the findings and fully review the assessment procedures followed.

It should be noted that some aspects of summarizing and interpreting are based upon a teacher's best judgment of what is good or appropriate. This judgment is derived from training and experience and may be difficult to describe specifically in advance. In such circumstances, examples might be used to show how summary comments and grades were formulated and interpreted.



- 3. The individual results used and the process followed in deriving summary comments and grades should be described in sufficient detail so that the meaning of a summary comment or grade is clear.

Summary comments and grades are best interpreted in the light of an adequate description of the results upon which they are based, the relative emphasis given to each result, and the process followed to combine the results. Many assessments conducted during a reporting period are of a formative nature. The intent of these assessments (e.g., informal observations, quizzes, text-and-curriculum embedded questions, oral questioning) is to inform decisions regarding daily learning, and to inform or otherwise refine the instructional sequence. Other assessments are of a summative nature. It is the summative assessments that should be considered when formulating and interpreting summary comments and grades for the reporting period.

- 4. Combining disparate kinds of results into a single summary should be done cautiously. To the extent possible, achievement, effort, participation, and other behaviors should be graded separately.

A single comment or grade cannot adequately serve all functions. For example, letter grades used to summarize achievement are most meaningful when they represent only achievement. When they include other aspects of student performance such as effort, amount (as opposed to quality) of work completed, neatness, class participation, personal conduct, or punctuality, not only do they lose their meaningfulness as a measure of achievement, but they also suppress information concerning other important aspects of learning and invite inequities. Thus, to more adequately and fairly summarize the different aspects of student performance, letter grades for achievement might be complemented with alternate summary forms (e.g., checklists, written comments) suitable for summarizing results related to these other behaviors.

- 5. Summary comments and grades should be based on more than one assessment result so as to ensure adequate sampling of broadly defined learning outcomes.

More than one or two assessments are needed to adequately assess performance in multi-facet areas such as Reading. Under-representation of such broadly defined constructs can be avoided by ensuring that the comments and grades used to summarize performance are based on multiple assessments, each referenced to a particular facet of the construct.

- 6. The results used to produce summary comments and grades should be combined in a way that ensures that each result receives its intended emphasis or weight.

When the results of a series of assessments are combined into a summary comment, care should be taken to ensure that the actual emphasis placed on the various results matches the intended emphasis for each student.

When numerical results are combined, attention should be paid to differences in the variability, or spread, of the different sets of results and appropriate account taken where such differences exist. If, for example, a grade is to be formed from a series of paper-and-pencil tests, and if each test is to count equally in the grade, then the variability of each set of scores must be the same.

- 7. The basis for interpretation should be carefully described and justified.

Interpretation of the information gathered for a reporting period for a student is a complex and, at times, controversial issue. Such information, whether written or numerical, will be of little interest or use if it is not interpreted against some pertinent and defensible idea of what is good and what is poor. The frame of reference used for interpretation should be in accord with the type of decision to be made. Typical frames of reference are performance in relation to pre-specified standards, performance in relation to peers, performance in relation to aptitude or expected growth, and performance in terms of the amount of improvement or amount learned. If, for example, decisions are to be made as to whether or not a student is ready to move to the next unit in an instructional sequence, interpretations based on pre-specified standards would be most relevant.

- 8. Interpretations of assessment results should take account of the backgrounds and learning experiences of the students.

Assessment results should be interpreted in relation to a student's personal and social context. Among the factors to consider are age, ability, gender, language, motivation, opportunity to learn, self-esteem, socio-economic background, special interests, special needs, and "test-taking" skills. Motivation to do school tasks, language capability, or home environment can influence learning of the concepts assessed, for example. Poor reading ability, poorly developed psycho-motor or manipulative skills, lack of test-taking skills, anxiety, and low self-esteem can lead to lower scores. Poor performance in an assessment may be attributable to a lack of opportunity to learn because required learning materials and supplies were not available, learning activities were not provided, or inadequate time was allowed for learning. When a student performs poorly, the possibility that one or more factors such as these might have interfered with a student's response or performance should be considered.

- 9. Assessment results that will be combined into summary comments and grades should be stored in a way that ensures their accuracy at the time they are summarized and interpreted.

Comments and grades and their interpretations, formulated from a series of related assessments, can be no better than the data and information upon which they are based. Systematic data control minimizes errors which would otherwise be introduced into a student's record or information base, and provides protection of confidentiality.

- 10. Interpretations of assessment results should be made with due regard for limitations in the assessment methods used, problems encountered in collecting the information and judging or scoring it, and limitations in the basis used for interpretation.

To be valid, interpretations must be based on results determined from assessment methods that are relevant and representative of the performance assessed. Administrative constraints, the presence of measurement error, and the limitations of the frames of reference used for interpretation also need to be accounted for.

## V. Reporting Assessment Findings

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Assessment reports should be clear, accurate, and of practical value to the audiences for whom they are intended.

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- 1. The reporting system for a school or jurisdiction should be guided by a written policy. Elements to consider include such aspects as audiences, medium, format, content, level of detail, frequency, timing, and confidentiality.

The policy to guide the preparation of school reports (e.g., reports of separate assessments; reports for a reporting period) should be developed by teachers, school administrators, and other jurisdictional personnel in consultation with representatives of the audiences entitled to receive a report. Cooperative participation not only leads to more adequate and helpful reporting, but also increases the likelihood that the reports will be understood and used by those for whom they are intended.

- 2. Written and oral reports should contain a description of the goals and objectives of instruction to which the assessments are referenced.

The goals and objectives that guided instruction should serve as the basis for reporting. A report will be limited by a number of practical considerations, but the central focus should be on the instructional objectives and the types of performance that represent achievement of these objectives.

- 3. Reports should be complete in their descriptions of strengths and weaknesses of students, so that strengths can be built upon and problem areas addressed.

Reports can be incorrectly slanted towards “faults” in a student or toward giving unqualified praise. Both biases reduce the validity and utility of assessment. Accuracy in reporting strengths and weaknesses helps to reduce systematic error and is essential for stimulating and reinforcing improved performance. Reports should contain the information that will assist and guide students, their parents/guardians, and teachers to take relevant follow-up actions.

- 4. The reporting system should provide for conferences between teachers and parents/guardians. Whenever it is appropriate, students should participate in these conferences.

Conferences scheduled at regular intervals and, if necessary, upon request provide parents/guardians and, when appropriate, students with an opportunity to discuss assessment procedures, clarify and elaborate their understanding of the assessment results, summary comments and grades, and reports, and, where warranted, to work with teachers to develop relevant follow-up activities or action plans.

- 5. An appeal process should be described to students and their parents/guardians at the beginning of each school year or course of instruction that they may use to appeal a report.

Situations may arise where a student and his/her parents/guardian believe the summary comments and grades inaccurately reflect the level of performance of the student. A procedure by which they can appeal such a situation should be developed and made known to them (for example, in a school handbook or newsletter provided to students and their parents/guardians at the beginning of the school year).

- 6. Access to assessment information should be governed by a written policy that is consistent with applicable laws and with basic principles of fairness and human rights.

A written policy, developed by teachers, administrators, and other jurisdictional personnel, should be used to guide decisions regarding the release of student assessment information. Assessment information should be available to those people to whom it applies – students and their parents/guardians, and to teachers and other educational personnel obligated by profession to use the information constructively on behalf of students. In addition, assessment information might be made available to others who justify their need for the information (e.g., post-secondary institutions, potential employers, researchers). Issues of informed consent should also be addressed in this policy.

- 7. Transfer of assessment information from one school to another should be guided by a written policy with stringent provisions to ensure the maintenance of confidentiality.

To make a student’s transition from one school to another as smooth as possible, a clear policy should be prepared indicating the type of information to go with the student and the form in which it will be reported. Such a policy, developed by jurisdictional and ministry personnel, should ensure that the information transferred will be sent by and received by the appropriate person within the “sending” and “receiving” schools respectively.





# **B** ASSESSMENTS PRODUCED EXTERNAL TO THE CLASSROOM

Part B applies to the development and use of standardized assessment methods used in student admissions, placement, certification, and educational diagnosis, and in curriculum and program evaluation. These methods are primarily developed by commercial test publishers, ministries and departments of education, and local school systems.

The principles and accompanying guidelines are organized in terms of four areas:

- I. Developing and Selecting Methods for Assessment
- II. Collecting and Interpreting Assessment Information
- III. Informing Students Being Assessed
- IV. Implementing Mandated Assessment Programs

The first three areas of Part B are adapted from the *Code of Fair Testing Practices for Education* (1988) developed in the United States. The principles and guidelines as modified in these three sections are intended to be consistent with the *Guidelines for Educational and Psychological Testing* (1986) developed in Canada. The fourth area has been added to contain guidelines particularly pertinent for mandated educational assessment and testing programs developed and conducted at the national, provincial, and local levels.

## **I. Developing and Selecting Methods for Assessment**

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Developers of assessment methods should strive to make them as fair as possible for use with students who have different backgrounds or special needs. Developers should provide the information users need to select methods appropriate to their assessment needs.

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### **Developers should:**

- ▶ 1. Define what the assessment method is intended to measure and how it is to be used. Describe the characteristics of the students with which the method may be used.
- ▶ 2. Warn users against common misuses of the assessment method.

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Users should select assessment methods that have been developed to be as fair as possible for students who have different backgrounds or special needs. Users should select methods that are appropriate for the intended purposes and suitable for the students to be assessed.

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### **Users should:**

- ▶ 1. Determine the purpose(s) for assessment and the characteristics of the students to be assessed. Then select an assessment method suited to that purpose and type of student.
- ▶ 2. Avoid using assessment methods for purposes not specifically recommended by the developer unless evidence is obtained to support the intended use.

- ▶ 3. Describe the process by which the method was developed. Include a description of the theoretical basis, rationale for selection of content and procedures, and derivation of scores.
- ▶ 4. Provide evidence that the assessment method yields results that satisfy its intended purpose(s).
- ▶ 5. Investigate the performance of students with special needs and students from different backgrounds. Report evidence of the consistency and validity of the results produced by the assessment method for these groups.
- ▶ 6. Provide potential users with representative samples or complete copies of questions or tasks, directions, answer sheets, score reports, guidelines for interpretation, and manuals.
- ▶ 7. Review printed assessment methods and related materials for content or language generally perceived to be sensitive, offensive, or misleading.
- ▶ 8. Describe the specialized skills and training needed to administer an assessment method correctly, and the specialized knowledge to make valid interpretations of scores.
- ▶ 9. Limit sales of restricted assessment materials to persons who possess the necessary qualifications.
- ▶ 10. Provide for periodic review and revision of content and norms, and, if applicable, passing or cut-off scores, and inform users.
- ▶ 3. Review available assessment methods for relevance of content and appropriateness of scores with reference to the intended purpose(s) and characteristics of the students to be assessed.
- ▶ 4. Read independent evaluations of the methods being considered. Look for evidence supporting the claims of developers with reference to the intended application of each method.
- ▶ 5. Ascertain whether the content of the assessment method and the norm group(s) or comparison group(s) are appropriate for the students to be assessed. For assessment methods developed in other regions or countries, look for evidence that the characteristics of the norm group(s) or comparison group(s) are comparable to the characteristics of the students to be assessed.
- ▶ 6. Examine specimen sets, samples or complete copies of assessment instruments, directions, answer sheets, score reports, guidelines for interpretation, and manuals and judge their appropriateness for the intended application.
- ▶ 7. Review printed assessment methods and related materials for content or language that would offend or mislead the students to be assessed.
- ▶ 8. Ensure that all individuals who administer the assessment method, score the responses, and interpret the results have the necessary knowledge and skills to perform these tasks (e.g., learning assistance teachers, speech and language pathologists, counsellors, school psychologists, psychologists).
- ▶ 9. Ensure access to restricted assessment materials is limited to persons with the necessary qualifications.
- ▶ 10. Obtain information about the appropriateness of content, the recency of norms, and, if applicable, the appropriateness of the cut-off scores for use with the students to be assessed.

► 11. Provide evidence of the comparability of different forms of an instrument where the forms are intended to be interchangeable, such as parallel forms or the adaptation of an instrument for computer administration.

► 12. Provide evidence that an assessment method translated into a second language is valid for use with the second language. This information should be provided in the second language.

► 13. Advertise an assessment method in a way that states it can be used only for the purposes for which it was intended.

► 11. Obtain information about the comparability of interchangeable forms, including computer adaptations.

► 12. Obtain evidence about the validity of the use of an assessment method translated into a second language.

► 13. Verify advertising claims made for an assessment method.

## II. Collecting and Interpreting Assessment Information

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Developers should provide information to help users administer an assessment method correctly and interpret assessment results accurately.

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### Developers should:

► 1. Provide clear instructions for administering the assessment method and identify the qualifications that should be held by the people who should administer the method.

► 2. When feasible, make available appropriately modified forms of assessment methods for students with special needs or whose proficiency in the original language of administration is inadequate to respond in the anticipated manner.

► 3. Provide answer keys and describe procedures for scoring when scoring is to be done by the user.

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Users should follow directions for proper administration of an assessment method and interpretation of assessment results.

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### Users should:

► 1. Ensure that the assessment method is administered by qualified personnel or under the supervision of qualified personnel.

► 2. When necessary and feasible, use appropriately modified forms of assessment methods with students who have special needs or whose proficiency in the original language of administration is inadequate to respond in the anticipated manner.

Ensure that instruments translated from one language to another are administered by persons who are proficient in the translated language.

► 3. Follow procedures for scoring as set out for the assessment method.

► 4. Provide score reports or procedures for generating score reports that describe assessment results clearly and accurately. Identify and explain possible misinterpretations of the scores yielded by the scoring system (grade equivalents, percentile ranks, standard scores) used.

► 5. Provide evidence of the effects on assessment results of such factors as speed, test-taking strategies, and attempts by students to present themselves favourably in their responses.

► 6. Warn against using published norms with students who are not part of the population from which the norm or comparison sample was selected or when the prescribed assessment method has been modified in any way.

► 7. Describe how passing and cut-off scores, where used, were set and provide evidence regarding rates of misclassification.

► 8. Provide evidence to support the use of any computer scoring or computer generated interpretations. The documentation should include the rationale for such scoring and interpretations and their comparability with the results of scoring and interpretations made by qualified judges.

► 4. Interpret scores taking into account the limitations of the scoring system used. Avoid misinterpreting scores on the basis of unjustified assumptions about the scoring system (grade-equivalents, percentile ranks, standard scores) used.

► 5. Interpret scores taking into account the effects of such factors as speed, test-taking strategies, and attempts by students to present themselves favourably in their responses.

► 6. Interpret scores taking account of major differences between the norm group(s) or comparison group(s) and the students being assessed. Also take account of discrepancies between recommended and actual procedures and differences in familiarity with the assessment method between the norm group(s) and the students being assessed.

Examine the need for local norms, and, if called for, develop these norms.

► 7. Explain how passing or cut-off scores were set and discuss the appropriateness of these scores in terms of rates of misclassification.

Examine the need for local passing or cut-off scores and, if called for, reset these scores.

► 8. Ensure that any computer administration and computer interpretations of assessment results are accurate and appropriate for the intended use. If necessary, ensure that relevant information not included in computer reports is also considered.

► 9. Observe jurisdictional policies regarding storage of and subsequent access to the results. Ensure that computer files are not accessible to unauthorized users.

► 10. Ensure that all copyright and user agreements are observed.



### III. Informing Students Being Assessed

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Direct communication with those being assessed may come from either the developer or the user of the assessment method. In either case, the students being assessed and, where applicable, their parents/guardians should be provided with complete information presented in an understandable way.

---

#### **Developers or Users should:**

- ▶ 1. Develop materials and procedures for informing the students being assessed about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding.
  - ▶ 2. Obtain informed consent from students or, where applicable, their parents/guardians in the case of individual assessments to be used for identification or placement purposes.
  - ▶ 3. Provide students or, where applicable, their parents/guardians with information to help them decide whether to participate in the assessment when participation is optional.
  - ▶ 4. Provide information to students or, where applicable, their parents/guardians of alternate assessment methods where available and applicable.
- 

Control of results may rest with either the developer or user of the assessment method. In either case, the following steps should be followed.

---

#### **Developers or Users should:**

- ▶ 1. Provide students or, where applicable, their parents/guardians with information as to their rights to copies of instruments and completed answer forms, to reassessment, to rescoring, or to cancellation of scores and other records.
- ▶ 2. Inform students or, where applicable, their parents/guardians of the length of time assessment results will be kept on file and of the circumstances under which the assessment results will be released and to whom.
- ▶ 3. Describe the procedures that students or, where applicable, their parents/guardians may follow to register concerns about the assessment and endeavor to have problems resolved.

## IV. Implementing Mandated Assessment Programs<sup>1</sup>

---

Under some circumstances, the administration of an assessment method is required by law. In such cases, the following guidelines should be added to the applicable guidelines outlined in Sections I, II, and III of Part B.

---

### Developers and Users should:

- ▶ 1. Inform all persons with a stake in the assessment (administrators, teachers, students, parents/guardians) of the purpose(s) of the assessment, the uses to be made of the results, and who has access to the results.
- ▶ 2. Design and describe procedures for developing or choosing the methods of assessment, selecting students where sampling is used, administering the assessment materials, and scoring and summarizing student responses.
- ▶ 3. Interpret results in light of factors that might influence them. Important factors to consider include characteristics of the students, opportunity to learn, and comprehensiveness and representativeness of the assessment method in terms of the learning outcomes to be reported on.
- ▶ 4. Specify procedures for reporting, storing, controlling access to, and destroying results.
- ▶ 5. Ensure reports and explanations of results are consistent with the purpose(s) of the assessment, the intended uses of the results, and the planned access to the results.
- ▶ 6. Provide reports and explanations of results that can be readily understood by the intended audience(s). If necessary, employ multiple reports designed for different audiences.

<sup>1</sup> The Joint Advisory Committee wishes to point out it has not taken a position on the value of mandated assessment and testing programs. Rather, given the presence of these programs, the intent of the guidelines presented in Section IV, when combined with applicable guidelines in the first three sections of Part B, is to help ensure fairness and equity for the students being assessed.

## References

- Code of Fair Testing Practices for Education*. (1988). Washington, D.C.: Joint Committee on Testing Practices.
- Guidelines for Educational and Psychological Testing*. (1986). Ottawa, Ont.: Canadian Psychological Association.
- Standards for Teacher Competence in Educational Assessment of Students*. (1990). Washington: D.C.: American Federation of Teachers, National Council on Measurement in Education, and National Educational Association.

The membership of the Working Group (WG) that developed the *Principles for Fair Student Assessment Practices for Education in Canada* and of the Joint Advisory Committee that oversaw the development was as follows:

Allan Bacon	Michael Jackson	Jean Pettifor
Marvin Betts	Michel Laurier (WG)	Sharon Robertson
Gary Broker	Tom Maguire (WG)	Don Saklofske
Clement Dassa (WG)	Romulo Magsino	Marvin Simner
Dick Dodds	Linda McAlpine	Marielle Simon (WG)
Tom Dunn (WG)	Stirling McDowell	Ross Traub (WG)
Bob Gilchrist	Allan McDonald	Sue Wagner
Nicholas Head	Craig Melvin	Kim Wolff
Douglas Hodgkinson	Kathy Oberle (WG)	Todd Rogers
Barbara Holmes (WG)	Frank Oliva	(Chair, Working Group and Joint Advisory Committee)











# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

**To:** Education Committee

**From:** Marguerite Botting  
Superintendent of Instructional Services

**Date:** 1998 10 07

**Re:** System Summary of The Hamilton-Wentworth District School Board Grade 5  
Students and Hamilton Grade 8 Students Canadian Achievement Test Results for 1997-98

## Recommended Action:

Moved by \_\_\_\_\_ that the System Summary of The Hamilton-Wentworth District School Board Grade 5 Students, and Hamilton Grade 8 Students Canadian Achievement Test Results for 1997-98 be received for information.

## Background

The Canadian Achievement Tests (2<sup>nd</sup> Edition, 1992) have been administered in the past in both city and county schools. This year, grade 5's across the system completed the CAT/2. In city schools only 8's completed the CAT/2. This report presents detailed overall grade 5 results for Hamilton-Wentworth District School Board grade 5's (P. 1-16) and a summary of results for grade 8's attending city schools. (Appendix A)

## Issue

To communicate to trustees the System Summary of Hamilton-Wentworth District School Board grade 5 students, and Hamilton grade 8 students Canadian Achievement Test Results for 1997-98.

## Rationale

System Summary Results provide a usefull overview of student achievement in grades 5 and (some) grade 8's. Student results have been distributed to schools and discussed with parents. School results and action plans will be presented later this fall, in conjunction with EQAO Results and school planning summaries.





# **SYSTEM LARGE-SCALE ASSESSMENT**

## **BOARD REPORT**

**CAT/2 RESULTS**  
(Assessment conducted  
in April 1998)

The Hamilton-Wentworth  
District School Board





## 1998 GRADE 5 CAT/2 ASSESSMENT

### OVERVIEW

In April, all Grade 5 students in city and county schools completed the Canadian Achievement Test - 2nd edition (commonly referred to as CAT/2). The CAT/2 was also administered to Grade 8 students in city schools; results of the Grade 8 assessment are contained in Appendix A. Previously in city schools (1984-1996) and county schools (1995 - 1996), these assessments were implemented at the Grade 3 and Grade 6 levels. In 1997 (city schools) and 1998 (county schools) the testing was moved to Grade 5 and also Grade 8 for city schools, partially due to the EQAO provincial assessments in Grades 3 and 6. The prior Wentworth County assessments were administered during the last week of September and results were available for schools by the middle of November.

Recognizing that the testing and release of the results can create a very anxious situation for our schools and particularly for the teachers of the Grade 5 classes, it is essential that two issues be addressed. Firstly, the testing is a reflection of the students' entire program (not just Grade 5) and secondly, the test battery is just one form of assessment of a limited range of academic skills. ***It is unwise to start any major program or individual assessment and remediation plan based solely upon this single piece of data.*** Teacher made assessment is still the best indicator of student success.

With these two qualifiers in mind, the results offer a view of the literacy and numeracy performance of our Grade 5 students.

- Overall Hamilton-Wentworth Grade 5 students in the total battery of tests performed at the 49<sup>th</sup> percentile nationally, consistent with the national norm! (The 50<sup>th</sup> percentile is the national norm.)
- Overall Grade 5 results in reading, spelling, language and study skills were at or above the national norm! Results in mathematics were just below the national norm.
- 78% of Grade 5 students performed at or above grade level in Hamilton-Wentworth schools, compared to 77% nationally.

Full credit should be given to the students, staff and parents for their part in generating results that display solid competency. As one indicator of student performance in literacy and numeracy, it is expected that the results will be used by individual teachers and schools to assist in modifying classroom program to improve student performance.

### PROCESS

CAT/2 was developed by the Canadian Test Centre in consultation with many school boards and "normed" using a sample of 50 000 students from across Canada. This standardized achievement test was chosen by principals and support staff for a number of reasons including:

- relevance to existing curriculum, *Common Curriculum*, and *Ontario Curriculum*
- ease of administration
- cost effectiveness
- support from Canadian Test Centre.
- in-service provisions
- quality of feedback for teachers and parents

The 1998 assessment in County schools was conducted April 6<sup>th</sup> to 17<sup>th</sup>, while testing in Hamilton schools was throughout April. Total testing time was approximately 3.5 hours and measured some basic skills in **reading, spelling, language, mathematics and study skills**. There are students who cannot validly complete a test designed for their grade level. All Wentworth County Grade 5 students were involved in the assessment except those on replacement programs; schools had the option of including these students but their results were not included in the overall data. A consistent, Hamilton system-wide pre-test procedure established by the Canadian Test Centre was used to identify students who could not be validly assessed on the CAT/2. These are primarily students in the process of learning English as a second language (ESL), or students with identified learning difficulties/exceptionalities. In some cases, students may be able to take some tests (e.g. Mathematics Computation), but not others (e.g. Reading Comprehension). In addition, some students who were absent during the testing period did not complete the entire test. The participation rate indicates the percentage of students participating in at least one CAT/2 test.

Using a train-the-trainer model (Hamilton) and system-level model (Wentworth), teachers participated in an in-service session prior to the assessment period which focused on the administrative aspects, and follow-up

session(s) dealing with the interpretation of the results and reporting to parents. Schools have been provided with a classroom management guide which outlines suggestions for assisting students with the weaknesses identified by the assessment and other resource materials to assist in linking this achievement data to student and school improvement/growth plan.

### USE OF RESULTS

Teachers received their results - a report for each student (County schools only) and summary sheets for each class - and were encouraged to share individual student reports with parents at interviews in June. Schools also received an *administrator's summary* of all data for the grade. Samples of each of these reports are included in Appendix B. The norm referenced and objective performance information provided an overview of the strengths and weaknesses of a class, as well as of individual students to assist in planning the instructional program. Objective performance scores, that help pinpoint content skills that have or have not been performed competently by the class and by individuals, can be used in planning outcome-based instruction. **If students are to benefit from writing the assessment, individual student data are of greatest importance.**

The national percentile and stanine scores are useful methods of illustrating the level of student achievement for schools and the school board. The national percentile indicates what the average student in a class would obtain compared to the others in the national sample. For example, if a school had a national percentile of 57, this means that the average student in the school would do better than 57% of the students in the rest of Canada at that grade level. The national stanine indicates whether the student's performance on the skills tested falls below grade level, at grade level or above grade level compared to a representative sample of Canadian students tested in 1992. See the (Hamilton) *Teachers' and Parents' Guide* in Appendix C.

The teacher is the most important person in the evaluation of student achievement and the regular classroom assessment which takes place is an excellent source of information for students, parents and teachers. However, large-scale assessments provide an overview of achievement levels at the individual, class and school level, and a detailed analysis of some strengths and weaknesses of individual students. The CAT/2 has provided teachers and schools with information that can be used in program planning and instruction now and for analyzing implications/trends at particular grade levels over the years. However, it does not measure many important school outcomes such as listening, speaking, writing, aptitude and interests; nor attributes like work habits, completion of assignments or homework.

System level results are provided for combined City and County schools in terms of the national percentile scores (centre column of the following table) and of the national stanine scores - overall performance levels (right column of the table and in the graphs). Individual school level data will be provided in the fall with the school action plan, as well as system level recommendations including a review of curriculum relationships and system support of school initiatives.

Principals will report CAT/2 school results to the Board, through the Superintendents of Education, in the context of student populations, other evidence of student performance (e.g. EQAO Grade 3 results, school based assessment), and school programs and plans to address identified needs. Via the Superintendent of Instructional Services, the system response will outline system support to address school plans and to identify and promote effective practices. A system committee of stakeholders will consider CAT/2 and alternative assessments in light of system needs and directions, including our purposes for assessment and curriculum compatibility of the assessments, and make recommendations regarding system-wide assessment for 1998-99. Hamilton-Wentworth Board policy for system assessment, evaluation and reporting is being addressed by the Assessment, Evaluation and Reporting Transition Committee, and may provide further direction for the fall reporting of these school results, consistent with **Principles of Fair Student Assessment Practices for Education in Canada.**

These assessment results should be considered in the context of the testing process (grades/teachers administering the test, age of students, time of year, pre-test criteria), student characteristics (exceptional, ESL, compensatory education, etc.), and current curriculum changes in relation to test content. Many factors will influence the achievement level. Socio-economic status, student aptitude, and a home background that encourages, expects and supports academic success may influence school and system level data. Although "standardized", the actual administration and other school events (sports tournaments, religious holiday, community events) are important variables.



7-4  
**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

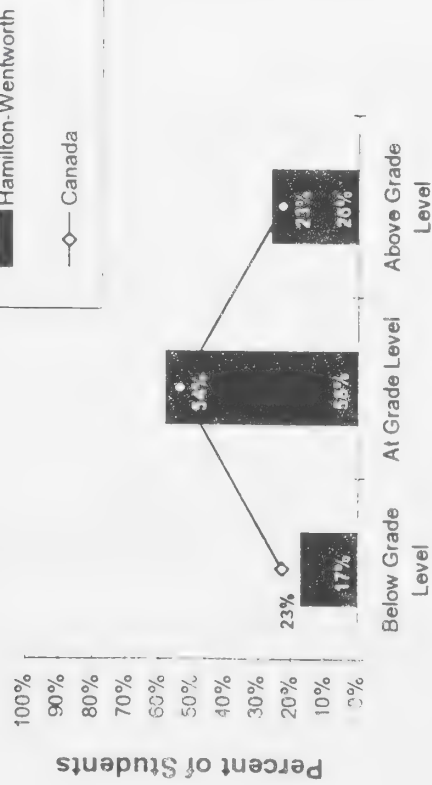
**Grade 5 CAT/2 Results - April 1998**

Number of Schools	96	Number of Students Tested	3721
Student Enrolment	3929	Participation Rate	95 %

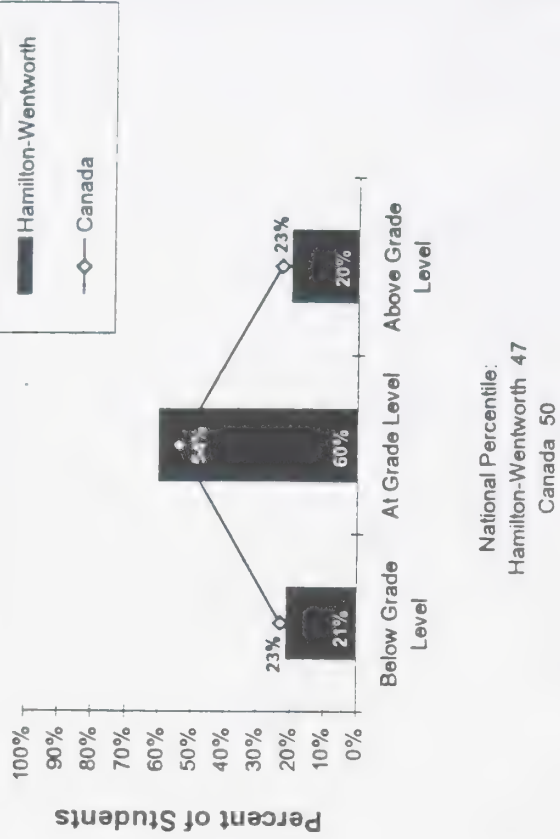
Component/Test Content	National Percentile Score*	Percentage of Students		
		BELOW Grade	AT Grade	ABOVE Grade
Reading Total	50	19 %	60 %	20 %
Vocabulary	54	17 %	58 %	26 %
Comprehension	47	21 %	60 %	20 %
Spelling	50	20 %	57 %	23 %
Language Total	52	18 %	59 %	22 %
Mechanics	53	20 %	58 %	22 %
Expression	50	20 %	58 %	21 %
Study Skills	48	20 %	61 %	19 %
Mathematics Total	48	23 %	58 %	19 %
Concepts and Applications	50	20 %	59 %	20 %
Computation	44	26 %	57 %	17 %
<b>TOTAL TEST SERIES</b>	<b>49</b>	<b>21 %</b>	<b>59 %</b>	<b>19 %</b>
		<b>Canada</b>	<b>23 %</b>	<b>54 %</b>
				<b>23 %</b>

- \* A group of Grade 5 students scoring a national percentile of '46' indicates that the average student performed better than 46% of the same-grade students in the national sample.

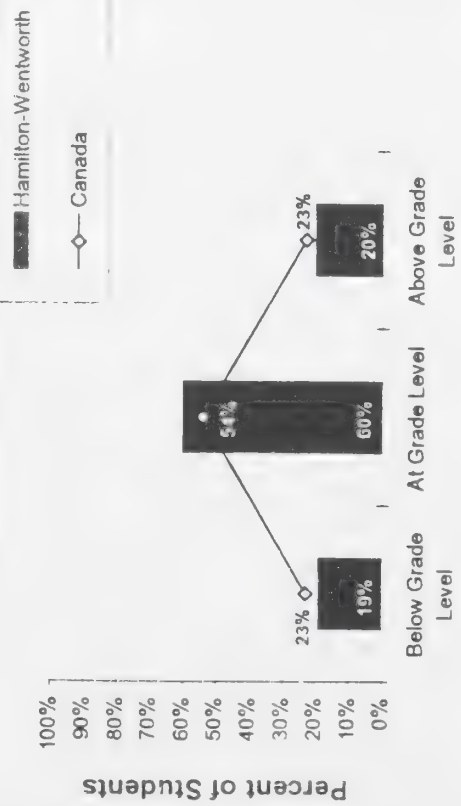
### Reading Vocabulary



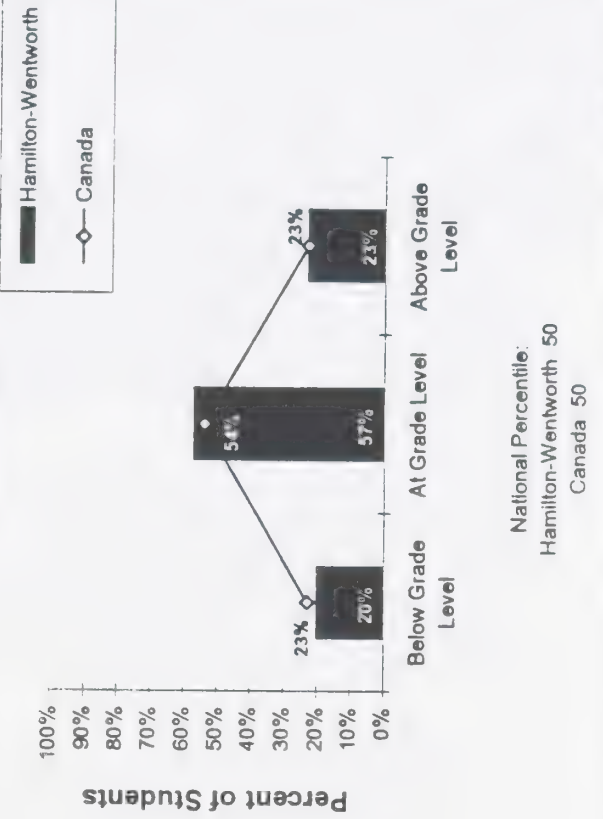
### Reading Comprehension



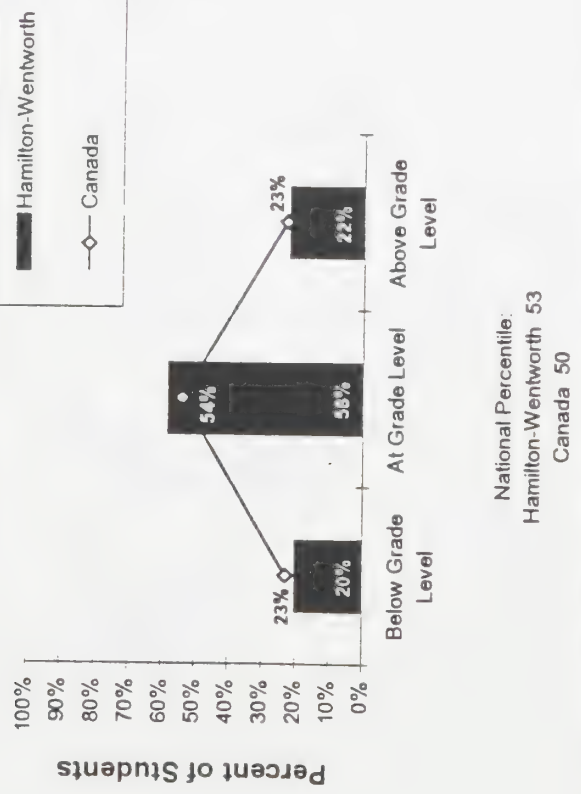
### Reading Total



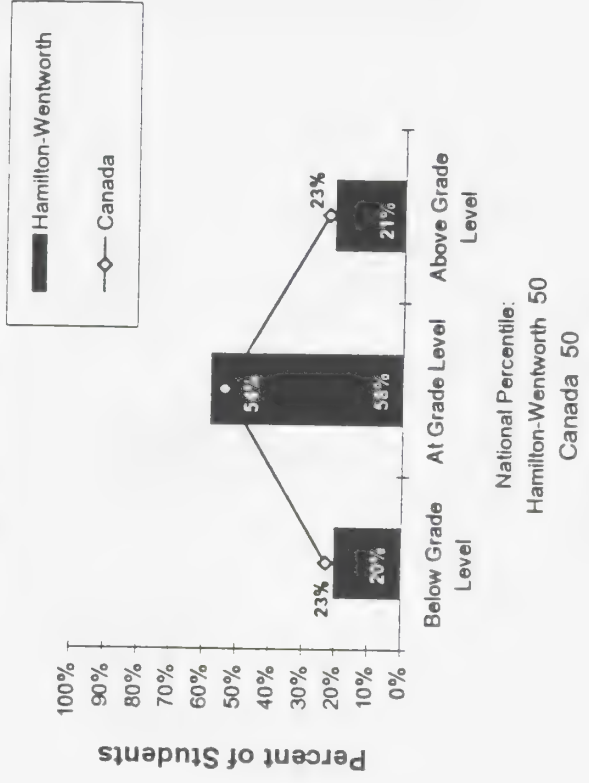
### Spelling



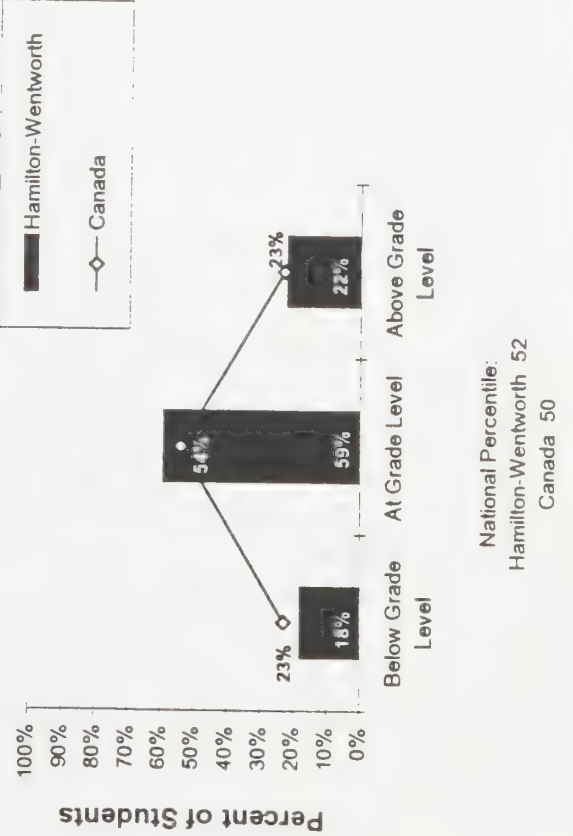
### Language Mechanics



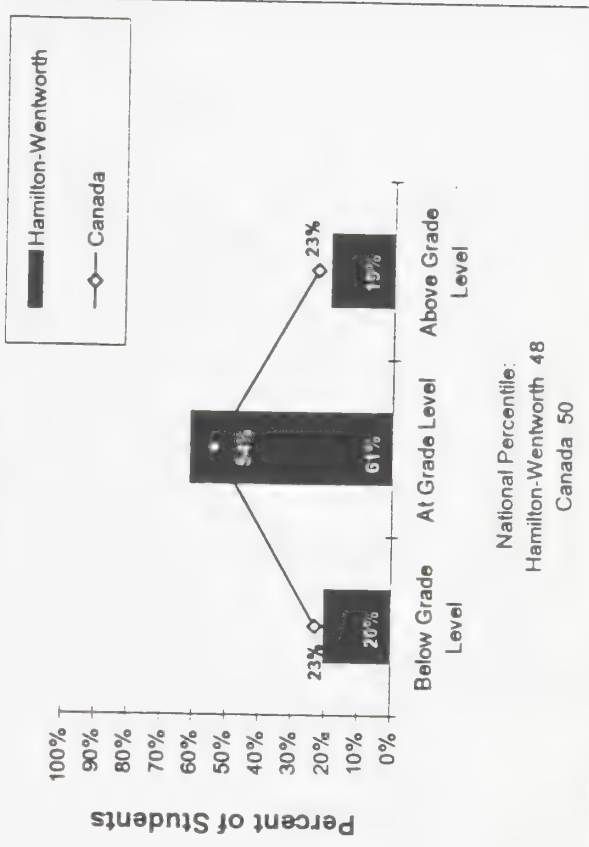
### Language Expression



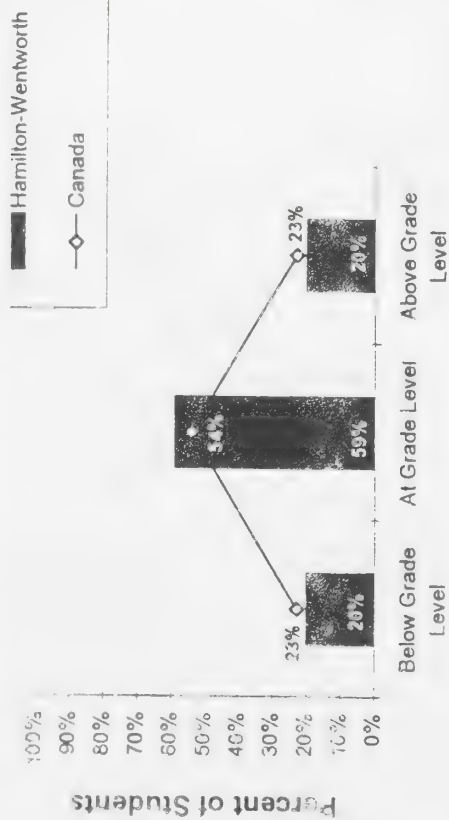
### Language Total



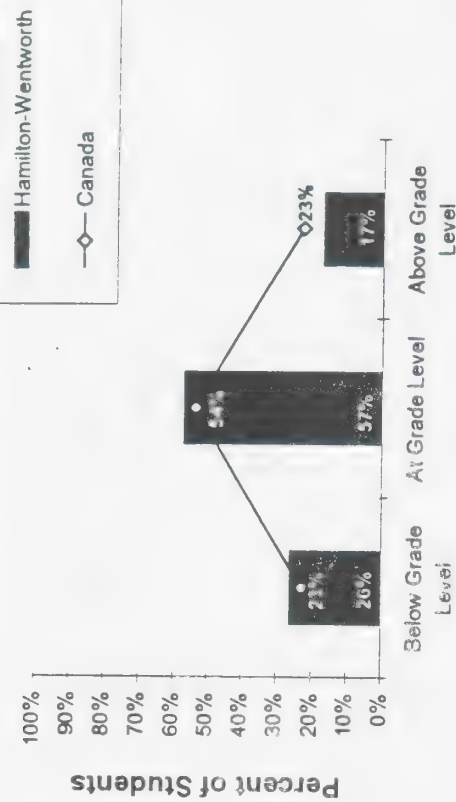
### Study Skills



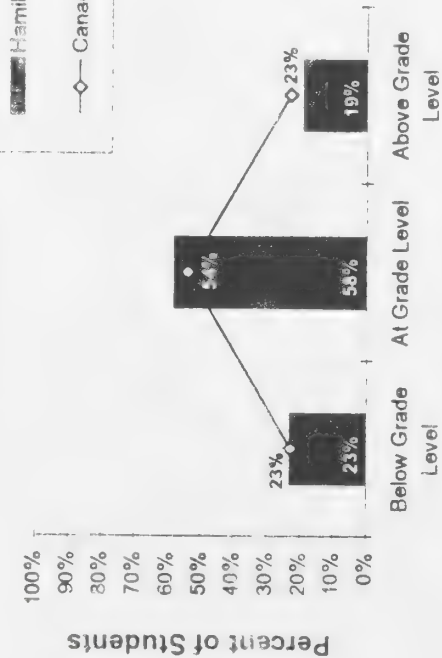
### Mathematics Concepts & Applications



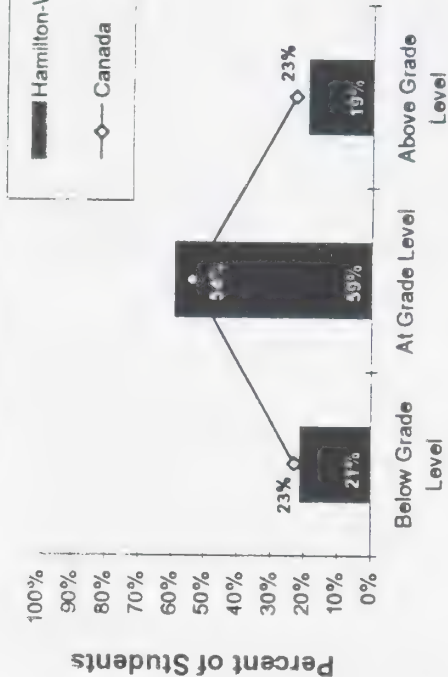
### Mathematics Computation



### Mathematics Total



### TOTAL TEST SERIES





## APPENDICES

Appendix A - 1998 Grade 8 CAT/2 Assessment Results for Hamilton schools

Appendix B - Samples of the type of report prepared by Psychometrics Canada Ltd., the scoring service of the Canadian Test Centre, for The Hamilton-Wentworth District School Board.

The first page provides a sample STUDENT TEST RECORD sheet (County schools only) and a sample of one of the pages from a CLASS RECORD sheet which was provided for each teacher.

The second page is a sample of the ADMINISTRATOR'S SUMMARY report, both norm-referenced and criterion-based data, which was provided for each principal.

The third page is a sample OBJECTIVE COMPETENCY REPORT provided for each County school.

Appendix C - Hamilton Board of Education *Teachers' and Parents' Guide to the CANADIAN ACHIEVEMENT TESTS*

The content areas of the test series administered to Grade 5 students are identified below.

CAT/2 is an achievement test series designed to identify the skills and knowledge that students possess in specific content areas at a specific time in their education. Eight tests were administered in the following content areas.

GRADE 5 TESTS	# OF ITEMS	CONTENT OF SUBTEST*
1. Vocabulary	32	synonyms, antonyms, affixes, multimeaning words, word relationships, word use in context
2. Comprehension	40	extract details, analyze characters and events, identify central thought, make inferences, interpret various forms of writing
3. Spelling	24	apply rules for consonants, vowels and various structural forms
4. Language Mechanics	28	capitalization, punctuation, sentences, phrases, clauses, quotations, dialogue
5. Language Expression	38	language usage, sentence and paragraph structure, sentence combining, paragraph development, parts of speech
6. Study Skills	30	find and use information, dictionary conventions, library skills, reference sources, graphic information, organizing and analyzing information
7. Mathematics Concepts and Applications	45	apply concepts related to numeration, number theory, data interpretation, algebra, measurement, geometry; problem solving skills within context
8. Mathematics Computation	40	add, subtract, multiply and divide whole numbers, decimals and fractions; also integers, algebraic expressions, exponents, percents

\* from CAT/2 Examiner's Manual

**Canadian Achievement Tests (2<sup>nd</sup> Edition)  
GRADE 8, Hamilton (City) Students**

Number of Schools: 26  
Students Tested: 2214

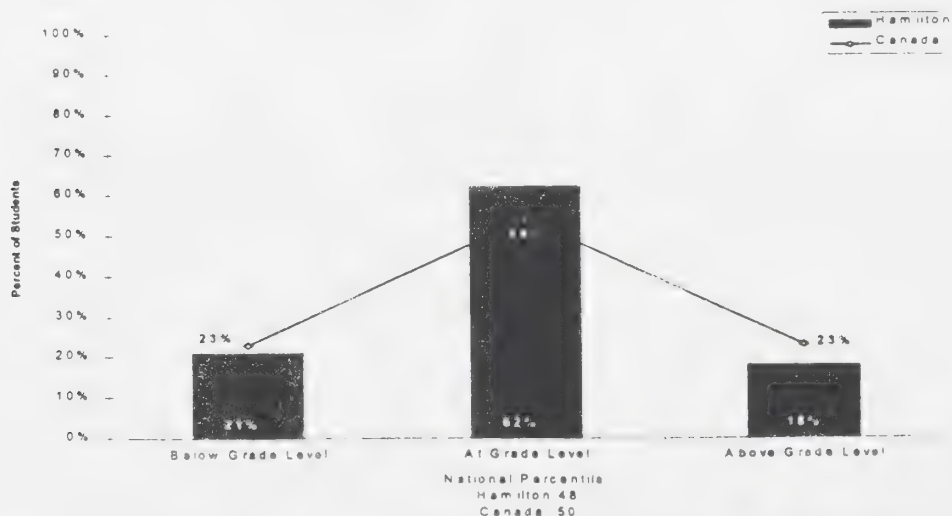
Student enrolment: 2543  
Participation rate: 87%

Test	National Percentile Score*	Percentage of Students...		
		BELOW Grade Level	AT Grade Level	ABOVE Grade Level
Reading Total	50	18%	66%	17%
Vocabulary	48	18%	66%	16%
Comprehension	49	18%	62%	20%
Spelling	49	20%	63%	17%
Language Total	48	19%	64%	17%
Mechanics	48	21%	58%	20%
Expression	46	23%	64%	14%
Study Skills	50	19%	60%	20%
Mathematics Total	46	24%	59%	16%
Concepts and Applications	45	24%	60%	16%
Computation	45	23%	60%	17%
<b>TOTAL TEST SERIES</b>	<b>48</b>	<b>21%</b>	<b>62%</b>	<b>18%</b>

\* A group of Grade 8 students scoring a national percentile of "48" indicates that the average student performed better than 48% of the same-grade students in the national sample.

**Canada** 23% 54% 23%

GRADE 8 TOTAL TEST SERIES



# Sample Student Test Record

APPENDIX B

TEST	NCS	SS	GE	NP	LP	NATIONAL PERCENTILE									
Reading Vocabulary	11	429	4.4	20	25	*****									
Reading Comprehension	20	480	4.5	31	33	*****									
TOTAL READING		455	4.5	25	30	*****									
SPELLING	17	529	7.9	77	78										
Language Mechanics	20	570	8.8	74	75										
Language Expression	28	541	7.9	72	76										
TOTAL LANGUAGE		556	8.5	75	76										
Study Skills	18	500	5.6	46	44										
Math Concepts & Applications	20	407	4.3	26	20	*****									
Mathematics Computation	34	497	8.2	87	80										
TOTAL MATH		452	6.5	58	52										
TOTAL BATTERY		494	6.4	55	53										

KEY: NCS=Number-Correct Score SS=Scale Score GE=Grade Equivalent  
NP=National Percentile \*\*\*No score available

PERFORMANCE BY OBJECTIVE									
READING VOCABULARY									
04 Synonyms	1								
05 Antonyms	1								
06 Affixes	1								
08 Multimeaning Words	1								
09 Words in Context	1								
READING COMPREHENSION									
10 Stated Information	C								
11 Passage Analysis	C								
12 Central Thought	C								
13 Written Forms/Techniques	C								
14 Critical Assessment	1								
SPELLING									
15 Vowels	C								
16 Consonants	C								
17 Structural Units	C								
LANGUAGE MECHANICS									
18 Sentence/Phrase/Clause	C								
19 Quotations/Dialogue	C								
20 Writing Conventions	C								
21 Editing Skills	C								
LANGUAGE EXPRESSION									
22 Nouns/Pronouns	C								
23 Verbs	C								
24 Adjectives/Adverbs	C								
25 Sentence Formation/Combining	C								
28 Topic Sentence	C								
29 Paragraph Coherence	C								
STUDY SKILLS									
30 Library Materials	C								
31 Interpret Graphics	C								
32 Organize/Summarize Information									
33 Analyze/Assess/Interpret Infoc									
MATH CONCEPTS & APPLICATIONS									
34 Numeration	1								
35 Number Theory									
36 Data Interpretation	1								
37 Pre-Algebra	1								
38 Measurement	1								
39 Logical Reasoning/Geometry	1								
MATHEMATICS COMPUTATION									
42 Add/Subtract Whole Numbers	P								
43 Multiply Whole Numbers									
44 Divide Whole Numbers	P								
45 Decimals	P								

KEY: 1 = low; c = competent; p = proficient; n = no score available

## Sample Class Record

NAME	Test Level	READING			SPELL	LANGUAGE			STUDY SKILLS	MATHEMATICS		TOTAL	TOTAL
		Vocab	Compr	Total		Mechs	Expr	Total		C & A	Comp		
SHELLY CONROY	15 NCS	11	20		17	20	28		18	20	34		NCS
	SS	429	480	455	529	570	541	556	500	407	497	452	SS
	GE	4.4	4.5	4.5	7.9	8.8	7.9	8.5	5.6	4.3	8.2	6.5	GE
	NP	20	31	25	77	74	72	75	46	26	87	58	NP
	LP	20	35	27	75	77	73	78	50	32	85	61	LP
ERIC DUBOIS	15 NCS	20	27		12	15	24		22	22	34		NCS
	SS	503	528	516	476	514	511	513	423	423	423	423	SS
	GE	6.7	6.7	6.8	5.7	5.4	6.4	6.0	4.7	4.7	4.7	4.7	GE
	NP	68	58	64	47	43	54	49	34	34	34	34	NP
	NS	6	5	6	5	5	5	5	4	4	4	4	NS
	LP	67	66	68	48	44	54	50	40	40	40	40	LP
	LS	6	6	6	5	5	5	5	4	4	4	4	LS
CHRIS GALATI	15 NCS	14	14		6	11	18		9	17	14		NCS
	SS	457	438	448	395	464	469	467	423	382	381	382	SS
	GE	5.4	3.3	4.3	3.3	3.4	4.3	3.7	1.3	3.4	4.6	4.3	GE
	NP	36	14	21	10	19	29	22	9	15	19	15	NP
	NS	4	3	3	2	3	4	3	2	3	3	3	NS
	LP	34	13	22	8	19	31	23	8	20	18	15	LP
	LS	4	3	3	2	3	4	4	2	3	3	3	LS
RICHARD KELLY	15 NCS	28	35		21	17	34		25	36	28		NCS
	SS	571	610	591	577	539	602	571	577	520	454	487	SS
	GE	9.6	11.2	10.5	9.8	6.7	11.1	9.3	9.9	8.3	6.7	7.6	GE
	NP	96	94	96	93	58	94	82	90	88	63	80	NP
	NS	9	8	9	8	5	8	7	8	7	6	7	NS
	LP	96	95	97	91	56	93	85	91	91	66	80	LP
	LS	9	8	9	8	5	8	7	8	8	6	7	LS
MELISSA MELNYCHUK	15 NCS	16	22		12	21	24		18	27	20		NCS
	SS	472	493	483	476	581	511	546	500	459	415	437	SS
	GE	5.8	5.0	5.6	5.7	9.7	6.4	7.9	5.6	6.5	5.5	5.8	GE
	NP	46	38	42	47	79	54	69	46	56	37	47	NP
	NS	5	4	5	5	7	5	6	5	5	4	5	NS
	LP	44	44	46	48	83	54	72	50	61	36	49	LP
	LS	5	5	5	5	7	5	6	5	6	4	5	LS
CLASS MEANS	CL	18	18	18	17	17	18	17	18	15	16	15	CL
	SS	468	489	479	492	508	490	499	497	425	429	428	SS
	GE	5.7	4.7	5.5	6.5	4.8	5.3	5.2	5.4	4.8	5.8	5.6	GE
	NP	43	35	39	56	39	41	41	44	35	46	40	NP
	LP	41	42	41	56	40	43	40	48	42	45	42	LP
	GR	296	297	296	295	294	295	293	292	294	292	288	GR

KEY: \*\*\*No score available CL=# of students who attempted the sub-test  
NCS=Number-Correct Score SS=Scale Score GE=Grade Equivalent NP=National Percentile  
NS=National Stanine LP=Local Percentile LS=Local Stanine  
GR=# students used in deriving LOCAL percentile or stanine



# 7-1.1 Sample Administrator's Report (Summary Statistics)

SUMMARY STATISTICS computed from Number Correct Scores

	READING			SPELLING	LANGUAGE			STUDY SKILLS	MATHEMATICS			TOTAL BATTERY
	Vocab	Compr	Total		Mechs	Expr	Total		C & A	Comp	Total	
	122	122	122	122	121	122	121	122	121	122	121	120
Number in Group	32	40	72	24	28	38	66	30	45	40	85	277
Number of Items	18.7	26.0	44.7	13.2	16.6	25.2	41.8	20.1	27.4	24.6	52.0	171.9
Mean Correct	5.5	6.7	11.3	5.2	5.2	6.7	10.7	5.0	6.1	7.9	12.8	38.7
Standard Deviation	6-31	9-37	19-66	2-24	5-27	7-37	15-61	5-30	16-41	5-38	22-76	75-247
Range	493.0	527.1	510.3	487.2	530.4	524.0	527.4	526.9	460.9	439.7	450.5	499.0
Scale Score Mean	47.3	55.5	47.2	66.2	65.9	55.7	54.2	54.1	44.6	48.7	42.6	43.4
Scale Score S.D.	6.5	6.7	6.6	6.4	6.3	7.1	6.7	7.5	6.5	6.3	6.4	6.5
Grade Equivalent	60	58	60	54	52	62	58	64	57	53	56	58
National Percentile												

Grade Equivalent = Grade Equivalent of the Scale Score Mean  
If a group of Grade 3 students earned a Grade Equivalent of 5.2, it indicates that the average student performed similarly to how a typical Grade 5 student in the second month would have performed on the same Grade 3 test. It does not mean that the average achievement level of the Grade 3 group is equivalent to that of a Grade 5 group.

National Percentile = National Percentile of the Scale Score Mean  
If a group of Grade 3 students earned a National Percentile of 46, it indicates that the average student performed better than 46% of the same-grade students in the national sample.

\*\*\* = No score available

## Sample Administrator's Report (Criterion-based data)

CRITERION REFERENCED INFORMATION - Performance Distribution by Objective

	No. Tested	%L	%C	%P		No. Tested	%L	%C	%P
READING VOCABULARY	122				STUDY SKILLS	122			
04 Synonyms		32	55	13	30 Library Materials		15	65	20
05 Antonyms		36	45	19	31 Interpret Graphics		13	62	25
06 Affixes		34	54	12	32 Organize/Summarize Information		16	61	23
08 Multimeaning Words		28	61	11	33 Analyze/Assess/Interpret Info		12	62	25
09 Words in Context		30	55	15					
READING COMPREHENSION	122				MATH CONCEPTS & APPLICATIONS	121			
10 Stated Information		18	57	25	34 Numeration		25	62	13
11 Passage Analysis		16	58	25	35 Number Theory		38	55	7
12 Central Thought		17	57	25	36 Data Interpretation		17	64	18
13 Written Forms/Techniques		20	57	24	37 Pre-Algebra		25	63	12
14 Critical Assessment		25	52	23	38 Measurement		25	65	10
					39 Logical Reasoning/Geometry		25	65	10
SPELLING	122				MATHEMATICS COMPUTATION	122			
15 Vowels		43	44	13	42 Add/Subtract Whole Numbers		32	47	21
16 Consonants		41	44	15	43 Multiply Whole Numbers		30	50	20
17 Structural Units		39	48	13	44 Divide Whole Numbers		32	48	20
					45 Decimals		30	52	19
LANGUAGE MECHANICS	121								
18 Sentence/Phrase/Clause		31	50	18					
19 Quotations/Dialogue		39	46	15					
20 Writing Conventions		28	60	12					
21 Editing Skills		28	51	21					
LANGUAGE EXPRESSION	122								
22 Nouns/Pronouns		18	37	25					
23 Verbs		20	54	26					
24 Adjectives/Adverbs		22	51	27					
25 Sentence Formation/Combining		16	57	27					
26 Topic Sentence		20	52	28					
29 Paragraph Coherence		25	43	31					

%L = Percentage of group at Low level  
%C = Percentage of group at Competent level  
%P = Percentage of group at Proficient level



### Code Explanation

l = low  
c = competent  
p = proficient  
= score not available  
% = % of group at low level  
% = % of group at competent level  
% = % of group at proficient level

Number of students in group = 18

RUTH  
WILLIAM  
MARVIN  
KIM  
CHRISTIN  
JERRY  
TANYA  
CRYSTAL  
ROGER  
JEAN  
MELISSA  
RICHARD  
CHRIS  
ERIC  
SHELLEY  
ALLISON  
MICHAEL  
NEIL

W	W	U	T	T	S	R	O	P	M	K	G	D	C	B	A	A	N
O	O	N	O	O	M	I	I	A	E	E	A	O	O	O	C	C	D
N	N	D	R	R	T	E	E	I	A	L	L	I	I	I	L	L	S
G	G	B	B	B	H	A	A	S	C	L	T	O	R	R	A	A	S
E	E	E	E	E	.	.	.	.	H	.	.	.	.	.	.	.	.
R	R	R	R	R	.	.	.	.	.	.	.	.	.	.	.	.	.
B	B	B	B	B	.	.	.	.	.	.	.	.	.	.	.	.	.
E	E	E	E	E	.	.	.	.	.	.	.	.	.	.	.	.	.
R	R	R	R	R	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
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N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
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N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.	.	.	.	.	.	.	.	.	.	.
S	S	S	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.
O	O	O	O	O	.	.	.	.	.	.	.	.	.	.	.	.	.
N	N	N	N	N	.	.	.										

	Low %	Com %	Pro %															
READING VOCABULARY																		
04 Synonyms	22	61	11	1	c	c	l	c	l	p	l	c	c	p	c	p	l	c
05 Antonyms	44	39	11	c	l	c	l	c	l	p	c	c	c	p	l	p	l	c
06 Affixes	33	50	11	c	l	c	l	c	l	p	c	c	c	p	l	p	l	c
08 Multimeaning Words	22	61	11	1	c	c	l	c	l	p	l	c	c	p	c	p	l	c
09 Words in Context	22	61	11	1	c	c	l	c	l	p	l	c	c	p	c	p	l	c
READING COMPREHENSION																		
10 Stated Information	11	61	22	c	c	c	c	c	l	p	c	c	c	p	c	p	c	c
11 Passage Analysis	11	61	22	c	c	c	c	c	l	p	c	c	c	p	c	p	c	c
12 Central Thought	11	61	22	c	c	c	c	c	l	p	c	c	c	p	c	p	c	c
13 Written Forms/Techniques	17	56	22	c	c	c	c	c	l	p	c	c	l	p	c	p	c	c
14 Critical Assessment	22	50	22	c	l	c	l	c	l	p	c	c	l	p	c	p	c	c
SPELLING																		
15 Vowels	28	44	22	c	l	l	c	l	l	p	l	c	p	p	l	p	c	c
16 Consonants	22	50	22	l	c	l	c	c	l	p	c	c	p	p	c	p	c	l
17 Structural Units	11	61	22	c	c	l	c	c	l	p	c	c	p	p	c	p	c	c
LANGUAGE MECHANICS																		
18 Sentence/Phrase/Clause	44	50	0	c	l	l	c	l	l	c	l	c	c	c	c	c	l	l
19 Quotations/Dialogue	56	33	6	p	l	l	c	l	l	c	l	c	l	c	c	c	l	l
20 Writing Conventions	33	56	6	c	l	c	c	c	l	c	c	p	l	c	c	c	c	l
21 Editing Skills	28	61	6	c	l	c	c	c	l	c	c	p	l	c	c	c	c	l
LANGUAGE EXPRESSION																		
22 Nouns/Pronouns	22	56	22	c	l	p	c	c	l	p	c	c	c	p	c	p	l	c
23 Verbs	22	50	28	c	l	p	c	c	l	p	c	c	c	p	c	p	l	c
24 Adjectives/Adverbs	22	50	28	c	c	p	c	c	l	p	c	c	c	p	c	p	l	c
25 Sentence Formation/Combining	11	61	28	c	c	p	c	c	c	p	c	c	c	p	c	p	l	c
28 Topic Sentence	22	61	17	c	l	c	c	c	l	p	c	c	c	p	c	p	l	c
29 Paragraph Coherence	17	39	44	c	l	p	c	c	l	p	c	p	c	p	c	p	l	c
STUDY SKILLS																		
30 Library Materials	22	61	11	c	l	c	c		l	p	c	c	c	p	l	p	c	c
31 Interpret Graphics	17	67	11	c	c	c	c		l	p	c	c	c	p	l	p	c	c
32 Organize/Summarize Informatio	22	56	17	c	l	c	c		l	p	c	p	c	p	l	p	c	c
33 Analyze/Assess/Interpret Info	22	61	11	c	l	c	c		l	p	c	c	c	p	l	p	c	c
MATH CONCEPTS & APPLICATIONS																		
34 Numeration	44	44	11	c	l	c	l	l	l	p	c	c	l	p	c	p	l	c
35 Number Theory	44	50	6	c	l	c	l	l	l	c	c	c	l	c	c	p	l	c
36 Data Interpretation	39	50	11	c	l	c	l	c	l	p	c	c	l	p	c	p	l	c
37 Pre-Algebra	44	50	6	c	l	c	l	l	l	c	c	c	l	c	c	p	l	c
38 Measurement	44	44	11	c	l	c	l	l	l	p	c	c	l	p	c	p	l	c
39 Logical Reasoning/Geometry	44	44	11	c	l	c	l	l	l	p	c	c	l	p	c	p	l	c
MATHEMATICS COMPUTATION																		
42 Add/Subtract Whole Numbers	33	33	28	c	c	p	p		l	c	c	p	c	c	l	p	l	p
43 Multiply Whole Numbers	39	33	22	l	c	p	p		l	c	l	p	c	c	l	p	l	p
44 Divide Whole Numbers	33	39	22	c	c	p	p		l	c	c	p	c	c	l	p	l	p
45 Decimals	33	39	22	l	c	p	p		l	c	l	p	c	c	l	p	l	p



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## PROGRAM SERVICES

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### Teachers' and Parents' Guide to the *CANADIAN ACHIEVEMENT TESTS (Second Edition)\**

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#### WHAT DOES THE CAT/2 TEST?

The Canadian Achievement Tests are given each year to all Grade 5 and Grade 8 students in Hamilton public schools to assess students' basic academic skills in the following areas:

##### VOCABULARY

- **Reading** words and sentences to answer questions about the **meaning of words** (e.g., synonyms, antonyms).

##### COMPREHENSION

- **Reading** passages and answering questions about **facts, main ideas**, etc.

##### SPELLING

- **Proofreading** for correct spelling.

##### LANGUAGE MECHANICS

- Proofreading for correct use of **capitals** and **punctuation** (editing skills).

##### LANGUAGE EXPRESSION

- **Reading** sentences and answering questions about correct **grammar**.

##### STUDY SKILLS

- Answering questions about **finding and using information** from dictionaries, maps, graphs, charts, diagrams, library card catalogues, etc.

##### MATHEMATICS CONCEPTS AND APPLICATIONS

- Using math operations in **number sentences, geometry, measurement, graphs, problem solving**, etc.

##### MATHEMATICS COMPUTATION

- Choosing correct answers to **addition, subtraction, multiplication and division** questions, including fractions and decimals.

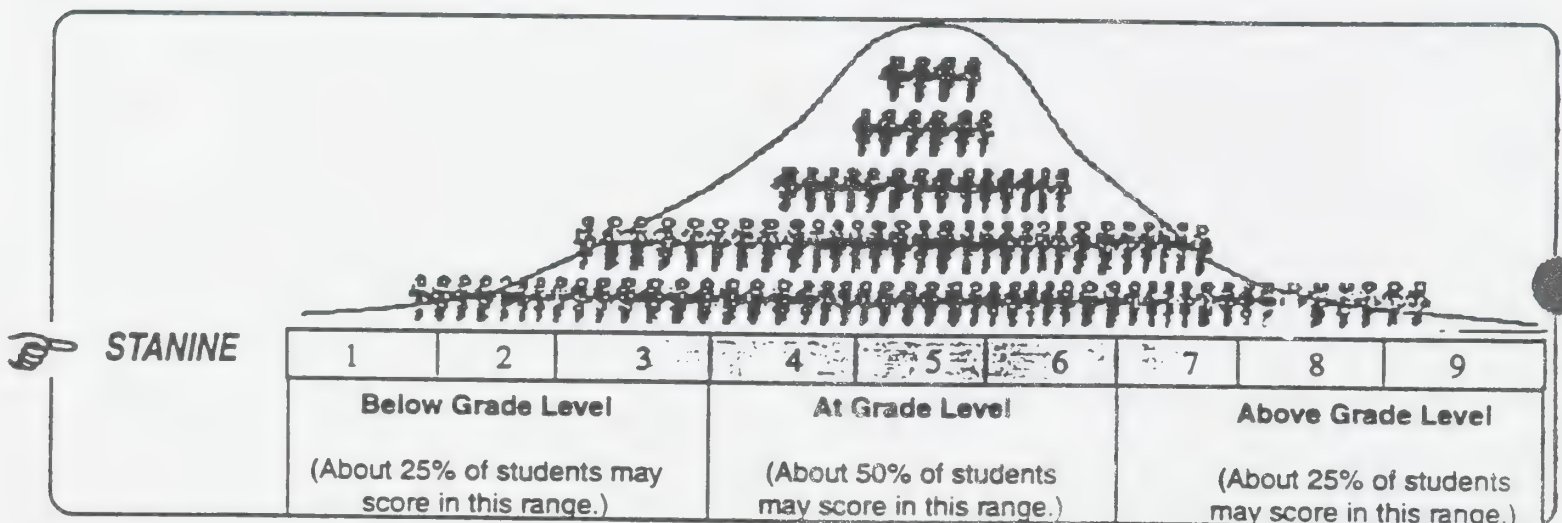
The CAT/2 assesses academic skills that can be tested via multiple choice responses. Results indicate students' strengths and weaknesses on a variety of test objectives, and their standing in comparison to all Hamilton students taking the test this year, and a national sample of Canadian students across the country.

### WHAT DO THE CAT/2 SCORES MEAN?

Some students do better on tests than in class while for other students, the opposite may be true. A complete picture of a students' progress in learning includes a variety of information such as:

- teacher observation and assessment
- student self-evaluation, work samples, test results
- parent observation and information.

On some days students are more alert, more interested, more energetic than on other days (Just like adults!). However, when interpreted correctly the test scores allow room for those normal day-to-day ups and downs. The correct way to interpret the test scores is to use the **Local Stanine** score (LS), the "bottom line" on the test record, and the **National Stanine** (NS). The Local Stanine tells you whether the student's performance on the academic skills tested falls Below Grade Level, At Grade Level, or Above Grade Level, compared to all Hamilton students in that grade this year. The National Stanine gives the same information, compared to a representative sample of Canadian students tested in 1992.



### HOW ARE CAT/2 RESULTS USED IN HAMILTON?

Students' CAT/2 results are recorded in their school file (O.S.R.). Results for all students in a school are also stored in a secure location in the school. School personnel use test results in conjunction with other relevant information to assist in evaluating progress and establishing programming needs for individual students. School results may be used to assist in identifying school-wide strengths, needs and directions. Student results are discussed with parents in the context of school, city and national results and in conjunction with information about students' classroom work and progress. Individual student results are confidential. School summary results are public information.

This guide is provided to assist teachers and parents in discussing CAT/2 scores in relation to classroom performance. Please contact me for further assistance or information.

Connie Kidd, Program Research Analyst  
 Program Services  
 Hamilton Board of Education  
 527-5092, Ext. 2355  
 Profs: CKIDD



*System-wide Assessment, Evaluation and Reporting of Results: 1997-98 and 1998-99\**

October 1998

1998								1999						
April	May	June	July/Aug.	September	October	November	December	January	Feb.	March	April	May	June	Fall
		JK-8 Student Report Cards issued.				SK Observation & Parent Conference	Gr. 1-8 Student Report Cards issued.		JK Observation & Parent Conference	SK-8 Student Report Cards issued.			JK-8 Student Report Cards issued.	
Grade 5 (City and County)		• Student results to principals, teachers, and parents.		• School planning, including staff, students, parents, and/or School Council.	• System Summary (overall) presented to Board.						• System-wide testing in grades 5 and 8.			
Grade 8 (City)		• School results (technical) to principals.												
Reading Language Mathematics		• System Summary to Superintendent of Instructional Services.												
<b>CAT/2 and Provincial Assessment</b>														
				• System-wide Assessment Committee convened by Superintendent of Instructional Services to review and make recommendations regarding • assessment and reporting schedule • program support.	• Combined CAT/2 (Gr. 5 & 8) and Provincial Assessment (Gr. 3) school reporting format sent to principals.	• Principals' reports of School Results and Action Plans to Superintendents of Education, and to System- wide Assessment Committee.	• Review of School Reports. • Preparation of System Context, Results and Action Plans. • System and School Reports to Superintendent of Instructional Services.	• 1997-98 System and School Reports to Board (Public Release).						
EQAO • Grade 3 Reading Writing Mathematics • Provincial sample in grade 9: Mathematics.		• Gr. 3 submitted to EQAO for marking.	• EQAO marking.	• EQAO preparation of Gr. 3 student, school, and Board results.	• EQAO scheduled to send Gr. 3 student, school, and Board data to Directors of Education by October 30.* • Provincial Report, Grade 9	• School planning, including staff, students, parents, and/or School Council.	• EQAO Gr. 3 System results (overall) presented to Board.					EQAO • Grade 3 Reading Writing Mathematics EQAO • Grade 6 Reading Writing Mathematics		• Field test for grade 10 Literacy Test Materials.
							School Profile updated.							

Schedule in italics is tentative, depending on EQAO and system direction. Reporting procedures adhere to the *Principles for Fair Student Assessment for Education in Canada* (1993).

CK jm





# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

**To:** Education Committee

**From:** Marguerite Botting  
Superintendent of Instructional Services

**Date:** 1998 10 07

**Re:** Criteria for Identification, Placement and Review Committee

## Recommended Action:

Moved by \_\_\_\_\_ that the interim criteria for identification of an exceptional student by and Identification, Placement and Review Committee be approved.

## Rationale:

Special Education is one area of educational programming in which there are many external pressures: extensive legislation, Ministry monitoring mechanisms, prohibitions, high expectations, single interest groups, a mandated Board committee, strong parent advocacy, expensive elements, accountability through forms, prerequisite consents for any changes, specialized professional para-professional support. Historically each of our former boards built a unique response to these pressures: a response that in comparison has both narrow or very wide gaps. When amalgamation of two different boards occurs these complicated pressures are doubled in number and intensity.

Despite the potential paralysis of these pressures, the need of the child must be pivotal to a school's response for the child's program. The schools have been admirably meeting the very real needs of their students, but it is time to move forward on behalf of the child and let the business of amalgamating all the pressures of regulations become a lesser priority. At this moment, the whole system is standing still waiting for a signal that we can move forward into IPRC's. The legal mandate of an IPRC is to establish identification and placement. Identification is based upon a criteria – we have two sets of criteria so we have a problem.

For 12 years the Ministry has been developing a provincial criteria that always appeared to be on the verge of imminent release. We cannot wait for the Ministry and we know that a Hamilton-Wentworth District School Board criteria will take many months to consult, write and review. Our obligation to our students forces us to consider an "interim criteria that will allow us to conduct IPRC's until a final criteria is written and accepted.

SEAC has been consulted and have made some excellent suggestions to the "interim" criteria distributed to Education Committee. Approval from the Committee and the Board is required before we can begin IPRC's in the system. It is our estimate that we have approximately 60 students and their parents waiting for an IPRC.





REVISED

# INTERIM

## BEHAVIOURAL EXCEPTIONALITIES - BEHAVIOURAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>A learning disorder characterized by specific behaviour problems over such period of time, and to such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of:</p> <ul style="list-style-type: none"> <li>a) the inability to build or to maintain interpersonal relationships;</li> <li>b) excessive fears or anxieties;</li> <li>c) a tendency to compulsive reaction;</li> <li>d) the inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof.</li> </ul> <p>An ability to learn but where behavioural or emotional responses lead to significant disruption in self-care, social relationships, classroom, school, or related functioning.</p>	<ol style="list-style-type: none"> <li>1. Recent psychological consultation or assessment which documents an ability to learn.</li> <li>2. Evidence of the following which <u>adversely</u> affect educational performance and learning of student or others: <ul style="list-style-type: none"> <li>➤ difficulty with learning that is primarily due to severe and persistent behaviour problems. These behaviours may be significant acting out or withdrawn behaviours.</li> <li>and</li> <li>➤ behaviours are evident in more than one setting.</li> </ul> </li> </ol>	

8-2

# INTERIM

## COMMUNICATION EXCEPTIONALITIES - PERVASIVE DEVELOPMENTAL DISORDER/AUTISM

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>A severe learning disorder that is characterized by:</p> <p>(a) disturbances in:</p> <ul style="list-style-type: none"><li>i. rate of educational development;</li><li>ii ability to relate to the environment;</li><li>iii motility;</li><li>iv perception, speech and language; and</li></ul> <p>(b) lack of the representational-symbolic behaviour that precedes language.</p>	<p>1. Written medical diagnosis by a qualified practitioner.</p> <p>2. Evidence of the following which adversely affect educational performance:</p> <ul style="list-style-type: none"><li>➤ social interaction impairment and/or</li><li>➤ communication impairments as documented by written Speech Language consultation or assessment</li><li>➤ restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects and/or</li><li>➤ ritualistic and compulsive behaviour</li></ul>	

# INTERIM

## COMMUNICATION EXCEPTIONALITIES - DEAF AND HEARING IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e. hard of hearing, deaf).	<p>Evidence of the following which adversely affect educational performance, social and/or other activities:</p> <ul style="list-style-type: none"><li>➤ a significant chronic conductive or permanent hearing loss as documented by an audiologist and</li><li>➤ a delay or disorder in one or more communication skills, such as receptive/expressive language and articulation as documented by a Speech Language assessment or written consultation.</li></ul>	

# INTERIM

## COMMUNICATION EXCEPTIONALITIES - SPECIFIC LEARNING DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:</p> <ul style="list-style-type: none"> <li>(a) is not primarily the result:                             <ul style="list-style-type: none"> <li>i impairment of vision;</li> <li>ii impairment of hearing;</li> <li>iii physical handicap;</li> <li>iv mental retardation;</li> <li>v primary emotional disturbance or</li> <li>vi cultural difference; and</li> </ul> </li> <li>(b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of:                             <ul style="list-style-type: none"> <li>i. receptive language (i.e. listening, reading);</li> <li>ii language processing (i.e. thinking, conceptualizing, integrating);</li> <li>iii expressive language (i.e. talking, spelling, writing);</li> <li>iv mathematical computations; and</li> </ul> </li> <li>(c) may be associated with one or more conditions as diagnosed as:                             <ul style="list-style-type: none"> <li>i. a perceptual behaviour;</li> <li>ii a brain injury;</li> <li>iii minimal brain dysfunction;</li> <li>iv dyslexia; or</li> <li>v developmental aphasia</li> </ul> </li> </ul>	<p>Evidence of the following which adversely affect educational performance:</p> <ul style="list-style-type: none"> <li>1. significant discrepancy between assessed intellectual ability and academic achievement, as documented by a psychological assessment.</li> <li>2. significantly weak language skills, especially reading, writing, verbal reasoning, or linguistic awareness (i.e. awareness of grammatical and sound relationships) as documented by <u>assessment</u> <ul style="list-style-type: none"> <li>➤ significantly weak mathematical and/or computation and application skills</li> <li>➤ and may be associated with perceptual/processing/memory deficits (i.e. understanding and using effectively what is seen or heard) and/or</li> <li>➤ difficulty in concept information (i.e. understanding the relationship between ideas).</li> </ul> </li> </ul>	



Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

# INTERIM

## COMMUNICATION EXCEPTIONALITIES - SPEECH

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	<p>Evidence of the following which adversely affect communication and learning:</p> <ul style="list-style-type: none"><li>➤ impairment in articulation, voice, and/or fluency which may significantly reduce social and/or emotional development as documented by Speech Language assessment and/or</li><li>➤ articulatory disorders resulting in severely unintelligible speech as documented by Speech Language assessment.</li></ul>	

8-5

# INTERIM

## COMMUNICATION EXCEPTIONALITIES - LANGUAGE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> <li>(a) involve one or more of the form, content, and function of language in communication; and</li> <li>(b) include one or more of: <ul style="list-style-type: none"> <li>i. language delay;</li> <li>ii dysfluency; and</li> <li>iii voice and articulation development, which may not be organically or functionally based.</li> </ul> </li> </ul>	<p>Evidence of the following which <u>adversely</u> affect educational performance as documented by a Speech Language assessment:</p> <ul style="list-style-type: none"> <li>➤ a moderate to severe impairment in expressive and/or receptive language functioning which may be accompanied by a speech disorder and which is not due to intellectual deficits and/or cultural difference.</li> </ul>	

# INTERIM

## INTELLECTUAL EXCEPTIONALITIES - GIFTED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.</p>	<p>WISC-III Full Scale I.Q. 140 (99.6<sup>th</sup> percentile)</p> <p><b>OR</b></p> <p>WISC-III Full Scale I.Q. 130 and above (98<sup>th</sup> percentile)</p> <p>or</p> <p>WISC-III Verbal I.Q. 135 (99<sup>th</sup> percentile) and above and Performance I.Q. 100</p> <p>or</p> <p>WISC-III Performance I.Q. 135 (99<sup>th</sup> percentile) and above and Verbal I.Q. 100</p> <p>and one of the following:</p> <p>Rating of language skills above grade level and math skills at or above grade level as documented by standardized academic assessment</p> <p>or</p> <p>Rating of math skills above grade level and language skills at or above grade level as documented by a standardized academic assessment.</p>	

# INTERIM

## INTELLECTUAL EXCEPTIONALITIES - MILD INTELLECTUAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>A learning disorder characterized by:</p> <p>(a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;</p> <p>or</p> <p>(b) inability to profit educationally within a regular class because of slow intellectual development; and</p> <p>(c) potential for academic learning, independent social adjustment, and economic self-support</p>	<p>1. Evidence of the following which <u>adversely</u> affect educational performance:</p> <ul style="list-style-type: none"><li>➤ significant delay in:<ul style="list-style-type: none"><li>▪ all areas of cognitive functioning as documented by psychological assessment</li><li>▪ academic functioning as documented by standardized academic assessment.</li></ul></li></ul> <p>2. There may be evidence of delay in:</p> <ul style="list-style-type: none"><li>➤ physical, social and/or emotional development</li><li>➤ daily living skills development</li></ul> <p>3. Evidence that there is not a moderate to severe delay in intellectual development.</p>	



# INTERIM

## INTELLECTUAL EXCEPTIONALITIES – DEVELOPMENTAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> <li>(a) inability to profit from a special education program for the educable retarded because of slow intellectual development;</li> <li>(b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and</li> <li>(c) limited potential for academic learning, independent social adjustment, and economic self-support</li> </ul>	<p>Evidence of the following which adversely affects educational performance:</p> <ul style="list-style-type: none"> <li>➤ A moderate to severe delay in:                             <ul style="list-style-type: none"> <li>▪ all areas of cognitive functioning as documented by a psychological assessment (<u>augmented by a language assessment where appropriate</u>)</li> <li>▪ academic functioning as documented by standardized academic assessment</li> </ul> </li> <li>and</li> <li>➤ <u>delay in social and/or emotional functioning</u> and may be associated with</li> <li>➤ <u>delay in daily living skills functioning</u> (as documented by a psychological assessment).</li> </ul>	

# INTERIM

## PHYSICAL EXCEPTIONALITIES – PHYSICAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
<b>ORTHOPAEDIC AND/OR PHYSICAL HANDICAP</b> A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.	Evidence of the following which adversely affects educational performance: ➤ ongoing physical and/or orthopedic condition which requires special assistance in learning situations as documented by a qualified medical practitioner.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

# INTERIM

## PHYSICAL EXCEPTIONALITIES - BLIND AND VISUALLY IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e. limited vision, blind).	Evidence of the following which adversely affects educational performance: ➤ Partial or total impairment of vision as documented by a <u>written medical diagnosis from an eye specialist.</u>	

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# INTERIM

## MULTIPLE EXCEPTIONALITIES - MULTIPLE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or handicaps.	<p>Student must meet criteria in at least 2 exceptionalities.</p> <p>The combination of significant needs are of such severity that they require a multi-faceted approach to meet the student's unique needs.</p>	



**REPORT OF THE  
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE**

**SEPTEMBER 10, 1998**

**Recommended Action:**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_: That the Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) dated September 10, 1998 be adopted as follows:

**1. SALEP Committee Structure and Handbook**

It was moved by J. Bishop: That the SALEP Committee Structure and Handbook (APPENDIX 1 and 2) be approved, as amended, and forwarded to the Ministry of Education and Training.

**2. SALEP Year End Report – City, 1997-98**

It was moved by J. Bishop: That the SALEP Year End Report – City, 1997-98 (APPENDIX 3) be received for information and forwarded to the Ministry of Education and Training.

**3. SALEP Year End Report – County, 1997-98**

It was moved by L. Orban: That the SALEP Year End Report – County, 1997-98 (APPENDIX 4), as amended, be received for information and forwarded to the Ministry of Education and Training.

**4. Transportation for SALEP Program**

It was moved by J. Bishop: That the SALEP Committee relay its concerns regarding transportation for the SALEP Program and request the Board to address this issue as soon as possible.

**5. Alternative Programs for Students**

It was moved by J. Bishop: That staff be directed to investigate the range of alternative programs within the context of all elementary and secondary programs. Staff are then to present to the Board potential program(s) which will address the gaps.

**Rationale:**

For students who are not successful integrating back to school, there is a need:

- a) for system awareness of all programs available, the criteria for applicants and process.
- b) to create links as programs have been set up for specific groups. It is critical to see all existing programs and how they may be used to fill in the gaps.



THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
INSTRUCTIONAL SERVICES SUPPORT STAFF

MERV MATIER  
Director of Education and Secretary

DUNDAS OFFICE  
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Dundas, Ontario  
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MEMORANDUM

TO: S.A.L.E.P. Committee Members,  
The Hamilton-Wentworth District School Board

FROM: Malcolm Powell,  
Supervisor, Social Work Services  
Secretary, SALEP Committee, HWDSB

RE: S.A.L.E.P. for 1998/99

---

Please find a draft outline for the SALEP Committee, forms, process and dates for 1998-99. This is in keeping with the discussion that occurred on April 20, 1998 and the Transitions Committee 'Organizer'.

J. Rogers, Chair of the Committee has recommended that our first meeting be on Thursday, September 10, 1998 at 9:00 a.m. to 11:00 a.m. at the Board Office to review the information. This meeting will include trustees, supervisory officers and community representatives and a brief orientation will be provided.

In the meantime, I would suggest that you 'pencil' in the attached tentative SALEP Committee dates in order to set a firm schedule on September 10<sup>th</sup>.

I look forward to meeting with you on that date.

MP:ch  
1998 09 18

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

<i>Supervised Alternative Learning for Excused Pupils</i> <b>S.A.L.E.P.</b>
--

1998-1999

**1. S.A.L.E.P. Committee****i) Central SALEP Committee**

Trustees (2-4)

Joseph Rogers, Chair  
 Judith Bishop  
 Heather Bullock  
 Lillian Orban

Supervisory Officers (2-3)

Marguerite Botting (assigned)  
 Elizabeth Bond  
 Ken Waters

Community Representative (6)

Chris Cutler , YMCA  
 Kim Gibson-Chalmers, John Howard  
 Sandra Notarianni  
 Ted Ridley, Chedoke Child & Family  
 Elizabeth Szkodiak, A.C.C.P.  
 Fiona Weir, Youth Employment Centre

Secretary (1)

Malcolm Powell [non-voting]  
 Supervisor: Social Work Services  
 Chit Teodoro

Recording Secretary:

- ii) The Chair of the Central S.A.L.E.P. Committee will be designated by the Committee
- iii) The Central SALEP Committee will meet two or more times a year ( e.g. September, January and/or June) to conduct business meetings.
- iv) The Central SALEP Committee will be divided into 2 sub-committees to meet monthly and to hear application from parents and students. Each sub-committee will have a trustee, a supervisory officer, a community representative and the secretary.

The Trustee attending the West/East sub-committee will be the chair of the meeting.



West Committee:

Trustees: Judith Bishop, Heather Bullock

Superintendent: Ken Waters - alternate M. Botting

Community Reps: Sandra Notarianni, Chris Cutler, Laura Hatcher

Secretary: Malcolm Powell

East Committee:

Trustees: Lillian Orban, Joe Rogers

Superintendent: Betty Bond - alternate M. Botting

Community Reps: Elizabeth Szkodiak, Ted Ridley, Fiona Weir

Secretary: Malcolm Powell

- v) The location of all meetings for 1998/99 will be at the Board office.
- vi) A tentative set of dates is attached.
- vii) the first meeting of the Central SALEP Committee in September, 1998 will be used for orientation and to review the process.
- viii) The SALEP Committee(s) will review, evaluate and revise the process as required.
- ix) Minutes will continue to be taken by the Minute Room.

2. FORMS

A set of new forms is attached

3. PROCESS

- i) The social worker from the referring school will ensure the preparation of the initial forms and assist in the presentation to the Committee. The forms will be submitted to the secretary prior to the meeting.
- ii) The Principal (or Vice-Principal) from the referring school will be present for the meeting.
- iii) If the SALEP Committee approves the candidate for a SALEP program, the originating social worker will transfer the student to the SALEP social worker for ongoing support and monitoring.

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SALEP Committee ScheduleCentral SALEP Committee

Thursday,	September 10, 1998	9:00 a.m.	Joe Rogers
Thursday,	January 14, 1999	9:00 a.m.	Joe Rogers
Thursday,	June 17, 1999	9:00 a.m.	Joe Rogers

SALEP - West Committee

Wednesday,	September 30, 1998	1:00	Heather Bullock
Wednesday,	October 28, 1998	1:00	Judith Bishop
Wednesday,	November 25, 1998	1:00	Heather Bullock
Wednesday,	December 16, 1998	1:00	Judith Bishop
Wednesday,	January 27, 1999	1:00	Heather Bullock
Wednesday,	February 24, 1999	1:00	Judith Bishop
Wednesday,	March 31, 1999	1:00	Heather Bullock
Wednesday,	April 28, 1999	1:00	Judith Bishop
Wednesday,	May 26, 1999	1:00	Heather Bullock

SALEP - East Committee

<u>Tuesday,</u>	September 15, 1998	1:00	Joe Rogers
Tuesday,	October 13, 1998	1:00	Lillian Orban
Wednesday,	November 11, 1998	1:00	Lillian Orban
Wednesday,	December 9, 1998	1:00	Joe Rogers
Wednesday,	January 13, 1999	1:00	Lillian Orban
Wednesday,	February 10, 1999	1:00	Joe Rogers
Wednesday,	March 10, 1999	1:00	Lillian Orban
Wednesday,	April 14, 1999	1:00	Joe Rogers
Wednesday,	May 12, 1999	1:00	Lillian Orban
Wednesday,	June 2, 1999	1:00	Joe Rogers

**SUPERVISED ALTERNATIVE**

**LEARNING FOR EXCUSED PUPILS**



**CHAIRMAN:**

Joseph Rogers  
TRUSTEE

**SECRETARY:**

Malcolm Powell  
Supervisor: Social Work Department





## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

In accordance with the Education Act and Regulation 308, The Hamilton-Wentworth District School Board has established a Supervised Alternative Learning for Excused Pupils Committee to meet the needs of such pupils as can benefit from such legislation.

The procedures and guidelines provide the opportunity for 14 and 15 year old pupils to apply for alternative programs to those provided by formal schooling. These options are to be approved by a Supervised Alternative Learning for Excused Pupils Committee and are to be monitored until the pupil returns to school or turns 16 years of age. The SALEP Committee reports to The Hamilton-Wentworth District School Board and is composed of trustees, school system officials and community representatives.

The goal of the Committee is to approve or to reject alternative experience for those pupils who are unable to profit from existing programs. The Committee will act as a resource to these pupils and their parent/guardian in order to facilitate access to the best possible alternative. It is anticipated that pupils will become more aware of their strengths and weaknesses and be able to improve their skills in other areas as a result of placement in a supervised alternative learning situation.

### GENERAL GUIDELINES:

1. Wherever the term parent is used in this document the term guardian may be substituted where applicable.
2. Where advisable, the parent of children 14 and 15 years of age who are not benefitting from school, may be advised that alternatives to formal schooling can be explored via the SALEP Committee.
3. The parent may apply, in writing, to the principal of their child's school. (Application Form)
4. The principal will then forward the application to the Secretary of the SALEP Committee.
5. The Social Worker will interview parent, pupil, and school personnel. All information will be collated for presentation to the SALEP Committee.
6. The Chairman of the SALEP Committee shall arrange meetings to discuss the application.
7. The parent and pupil should be present for interviews unless circumstances dictate otherwise. As required, the principal of the pupil's school will attend the meeting.
8. After the interview, the final program will be determined by the Committee. The Secretary will notify the principal, and parent and the pupil of the Committee's decision.
9. Supervision of the prescribed program is carried out by the SALEP Social Worker or other appropriate school personnel who will provide progress reports to the Committee as required. The progress reports will be available to the principal of the pupil's school.



**I. THE ROLE OF THE PARENT AND PUPIL:**

1. The parent will make application for Supervised Alternative Learning for Excused Pupils to the principal of the pupil's school.
2. The parent will state the reasons for the application and may suggest a possible alternative educational experience.
3. The parent and pupil will be interviewed by the Social Worker.
4. The parent and pupil will be interviewed by the SALEP Committee.
5. The pupil must remain in attendance at school until the Committee has given permission for an alternative program.
6. The pupil shall conform to the requests of the Committee and Social Worker and shall fulfil the commitment to the prescribed program.
7. If the pupil does not adhere to the prescribed program, the parent shall advise the Social Worker.
8. The parent may apply in writing to change the prescribed program or to request a review in the case of a disagreement.
9. Where the parent of a child disagrees with the determination of the Committee, the parent may in writing notify the Provincial School Attendance Counsellor and request a further hearing.
10. The parent advise the Social Worker of any pertinent changes, e.g. residence.

## II. THE ROLE OF THE PRINCIPAL

1. The Principal must initially be satisfied that all education choices and appropriate counselling within the system have been explored by the parent and school administration.
2. Where Supervised Alternative Learning for Excused Pupils is deemed the viable choice, the Principal shall forward the application to the Secretary of the Committee. This may be done through the Social Worker.
3. The Principal may make recommendations regarding the application and suggest possible program options if appropriate.
4. The Principal shall prepare reports as required by the Committee, regarding the pupil and the Principal shall attend the SALEP meeting.
5. The Principal will ensure that a SALEP student is included as a full-time pupil in the school register until no longer of compulsory school age.
6. The Principal shall, in addition to any required reports, report to the Committee as required.
7. The Principal shall provide a report to the parent of the excused pupil at the time achievement reports are normally issued by the Principal. This report will be initially prepared by the staff member (usually the SALEP Social Worker) monitoring the program.



### III. THE ROLE OF THE SOCIAL WORKER

1. Where a pupil is not benefitting from the formal school experience, the Social Worker may, in conjunction with the principal, advise the parent/guardian of the Supervised Alternative Learning for Excused Pupils Program.
2. The Secretary shall receive the application form from the principal. This may be done through the Social Worker.
3. The Social Worker shall assist the parent/guardian in completing the forms as required and advise them of the time and place of the Committee meeting.
4. The Social Worker shall collate all pertinent data for the SALEP Committee and shall prepare a presentation as required.
5. The Social Worker will attend the SALEP meeting. If the student is approved for SALEP, the student will be transferred to the SALEP Social Worker.
6. The SALEP Social Worker will act as a continuing liaison amongst the school, the pupil and the placement area and shall report to the Committee on the progress of the pupil as required.
7. The Supervisor of Social Work Services shall act as Secretary and shall distribute minutes to the Committee Members on a confidential basis.

#### IV. THE ROLE OF THE SECRETARY

1. The Secretary will be the Supervisor of Social Work Services.
2. The Secretary shall accept applications for the Supervised Alternative Learning for Excused Pupils from the principal and social worker.
3. The Secretary in conjunction with the Chairman, shall co-ordinate the time, place and date for SALEP meetings.
4. The Secretary shall notify the schools of the pupils' acceptance into SALEP and of termination of their program.
5. Through the Minute Room (clerical support), the Secretary will record the Committee's minutes and circulate them as required.
6. The Secretary shall advise the parent, the pupil, the principal and all other interested personnel of the Committee's decision.
7. The Secretary shall complete an annual report to be submitted through the Chair, to the Provincial School Attendance Counsellor and the Board.

V. **THE COMMUNITY REPRESENTATIVE**

1. At least one community representative shall be chosen to act as a member of the Supervised Alternative Learning for Excused Pupils Committee.
2. The community representative(s) should have expertise that would assist the Committee in evaluating applications.
3. The community representative will be appointed by the Board for one school year. Extensions may be granted as approved by the Board.
4. The community representative will act as a full member of the Committee and will have the same responsibilities as outlined in the role of the committee.

**VI. THE SUPERINTENDENT**

1. A Superintendent shall act as a member of the Supervised Alternative Learning for Excused Pupils Committee.
2. At least one Superintendent shall attend every Committee meeting.
3. The Superintendent is designated to take an active role on the committee and will have the responsibilities as outlined in the Committee role.
4. The Superintendent of Instructional Services, and the Director of Education may attend at their discretion. They shall be advised as required, of Committee activities by the Chairman and/or the Secretary.



**VIII. THE CHAIRMAN**

1. The Chairman shall communicate directly with the Secretary and shall co-ordinate the efforts of the Supervised Alternative Learning for Excused Pupils Committee.
2. The Chairman shall call the time and plan for SALEP meetings, and shall notify the members in co-operation with the Secretary.
3. The Chairman shall report to the Board as necessary but at least once a year.

**VII. THE TRUSTEE**

1. The Board shall designate a Trustee(s) to act as its representative on the Supervised Alternative Learning for Excused Pupil Committee.
2. The appointed Trustee shall attend all SALEP meetings or shall designate another Trustee should the need arise.
3. The Trustee will take an active role in the Committee and will have the same responsibilities as outlined in the role of the Committee.

**IX THE ROLE OF THE SALEP COMMITTEE**

1. A board shall establish a committee to be known as the Supervised Alternative Learning for Excused Pupils Committee and designate the secretary of it.
2. A Committee shall be composed of not fewer than three persons, appointed by a board each year and a quorum shall consist of:
  - (a) a member of the board
  - (b) a supervisory officer
  - and
  - (c) at least one other person who is not employed by the board.
3. A Committee shall designate a Chair.
4. A Committee may designate a school for the purposes of a program that is not the school where the pupil is enrolled.
5. The Committee shall after interviewing the child, his or her parent and any other appropriate person:
  - (a) reject the application
  - (b) approve the application (full or part-time) and prescribe a program directed towards the child's needs and interests.
6. A program may include one or more of:
  - (a) full or part time employment
  - (b) completion of a life skills course
  - and
  - (c) continuing studies or other activity directed towards a pupil's needs and interests as may be acceptable to the committee.







9-16  
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## SALEP INFORMATION FORM

*Supervised Alternative Learning for Excused Pupils*

### STUDENT INFORMATION

Name \_\_\_\_\_ School \_\_\_\_\_

D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

### PARENT/GUARDIAN

Dear Principal

I hereby make application to have my child \_\_\_\_\_, a pupil registered in your school, considered for an alternative program under Ontario Regulation 532/83, Supervised Alternative Learning for Excused Pupils.

My reasons for making this application are as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As an alternative to the regular program, I suggest the following program for my child:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Address: \_\_\_\_\_  
(Apt.#) Street City Postal Code

Telephone Numbers: Home: \_\_\_\_\_ Business: \_\_\_\_\_

#### Notes:

1. This application is subject to the approval of the SALEP Committee. Committee meetings are held monthly.
2. Applications must be processed through the Principal of the Home School.
3. The alternative program must not contravene the:
  - a) Industrial Safety Act;
  - b) Construction Safety Act;
  - c) Workers' Compensation Act.

### PRINCIPAL:

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



9-17  
The Hamilton-Wentworth District School Board

**SALEP**  
**SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS**

**RELEASE OF INFORMATION AND OSR CONSENT**

*Please Print*

Full Name of Student \_\_\_\_\_ D.O.B. \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent(s) Guardian \_\_\_\_\_

**Note: Please file copy of release in OSR.**

**Authorization for Release of Information**

I hereby authorize the SALEP Counsellor/Social Worker/Staff Member as an employee of The Hamilton-Wentworth District School Board to exchange relevant information with appropriate employers, employment agencies, and support staff while in the process of developing appropriate alternative school programming for my son/daughter.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**Consent to Access  
Ontario Student Record (OSR)**

In order to effectively plan for a student's educational program, it is helpful to review the OSR. This allows a school report to be prepared for presentation to the SALEP Committee and allows on-going monitoring.

I give consent for social work services to have access to my daughter's/son's OSR.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**  
**- SOCIAL WORK INITIAL REPORT TO SALEP COMMITTEE -**

**STUDENT:**

STUDENT'S NAME: \_\_\_\_\_ D.O.B.: \_\_\_\_/\_\_\_\_/\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ AGE: \_\_\_\_\_ M[ ] F[ ]**FAMILY:**

MOTHER: \_\_\_\_\_ WORK: \_\_\_\_\_

FATHER: \_\_\_\_\_ WORK: \_\_\_\_\_

GUARDIAN: \_\_\_\_\_ WORK: \_\_\_\_\_

OTHER: \_\_\_\_\_

SIBLINGS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SCHOOL SOCIAL WORK REFERRAL DATE: \_\_\_\_\_

PREVIOUS SCHOOL SOCIAL WORK INVOLVEMENT:

\_\_\_\_\_  
\_\_\_\_\_**SCHOOL:**

SCHOOL NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

EXCEPTIONALITY: \_\_\_\_\_ ACADEMIC ACHIEVEMENT: \_\_\_\_\_

ATTENDANCE: \_\_\_\_\_

ASSESSMENT: \_\_\_\_\_

SUPPORT SERVICES INVOLVED: \_\_\_\_\_

PAST SCHOOL HISTORY: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PRESENT SCHOOL EXPERIENCE: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

REASONS FOR WANTING SALEP: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SALEP PLAN: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OTHER BACKGROUND (Family, Community, Individual, etc.):

Individual: (including student strengths) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Family: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Community: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARY: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Worker



9-20  
**SCHOOL INFORMATION FOR SALEP**

Student Name		I.D. Number
D.O.B.		
Present School		
Exceptional		
Academic Achievement (Including Credits)		
Attendance (current year)		
Assessment(s) (e.g. Speech, Psych.)		
Support Staff (Services) Involved		
Attitude (to School and Learning)		
Behaviour (including strengths)		
Past School History (Schools, Achievement, Services, Attendance, etc.)		
School Strategies and Interventions		

\_\_\_\_\_

Date

\_\_\_\_\_

Principal's Signature

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS

DOCUMENT OF AGREEMENT

The Hamilton-Wentworth District School Board hereby authorizes \_\_\_\_\_

Birthdate: \_\_\_\_\_, a student at \_\_\_\_\_ School

to enter into the program as set down below in accordance with Ontario Regulation 308 made under the Education Act.

PREScribed PROGRAM

CONDItIONS OF AGREEMENT

1. The pupil shall conform to the program as prescribed for him/her by the Committee. The pupil who is excused from attendance at school as determined by the Committee shall be included as a full-time pupil in the enrolment of the school that he/she attends on a part-time basis or that he/she last attended, or should attend as the case may be, until he/she is no longer of compulsory school age or until he/she returns to school, whichever occurs first.
2. The Principal and School Attendance Counsellor/Social Worker shall report to the Committee from time to time as required by the Committee regarding the progress of the pupil. The School Attendance Counsellor is entitled to request to request and to obtain from the parent/guardian or any person associated with the program prescribed for the pupil, such information as he/she requires for the report.
3. Reports shall be provided to the parent/guardian of an excused pupil by the principal at the school where the pupil is registered at the time achievement reports are sent home.
4. Where a parent/guardian or pupil wishes to alter the program prescribed for the pupil by the Committee, the parent/guardian may apply in writing to the Secretary of the Committee for approval of the change.
5. If the pupil should move his/her residence to another educational jurisdiction the pupil and the parent/guardian give their permission for the Committee to transfer the relevant information to the Supervised Alternative Learning for Excused Pupils Committee established by that Board of Education.
6. If the pupil does not conform to the prescribed program as determined by the Committee, he/she is required to return to full-time attendance at school.
7. If the pupil does not conform to the prescribed program as determined by the Committee

DATED: \_\_\_\_\_

SIGNED: \_\_\_\_\_

Committee Chairman

\_\_\_\_\_

Secretary

\_\_\_\_\_

Parent/Guardian

\_\_\_\_\_

Pupil

I have read the above:

\_\_\_\_\_

Principal

\_\_\_\_\_

Case Supervisor

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

## SALEP

(Supervised Alternative Learning For Excused Pupils)

### PROGRESS REPORT FOR:

Student's Name: \_\_\_\_\_ Report Date: \_\_\_\_\_  
Address: \_\_\_\_\_ School: \_\_\_\_\_  
\_\_\_\_\_  
Principal: \_\_\_\_\_  
\_\_\_\_\_  
Telephone: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ SALEP Counsellor: \_\_\_\_\_  
Program Entry Date: \_\_\_\_\_  
Date(s) of Review(s) \_\_\_\_\_

### PROGRAM HAS INCLUDED:

_____ Academic Upgrading	_____ Volunteer Work
_____ Employment	_____ Work Skills
_____ Job Search	_____ Other (Specify)
	_____

ATTENDANCE AND PUNCTUALITY: \_\_\_\_\_

PROGRAM EXPECTATIONS/COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Signature of SALEP Counsellor

\_\_\_\_\_  
School

(COPY TO BE PLACED IN THE STUDENT'S O.S.R.)





Crestwood School  
50 Millwood Place  
Hamilton, Ontario L9A 2M8  
Phone: (905) 387-9379  
Fax: (905) 574-8151

The SALEP Centre was opened in 1993. Parents make written application to the program and permission to participate is granted by the *SALEP Committee*. This Committee meets monthly to consider new applications.

The program is supervised by a teacher and a social worker assisted by social work students, co-op students, and volunteers. Literacy tutoring for those needing extra help with reading and writing is available.

## PROGRAM

Students attend 3-half days per week:

Morning Program	9:30 - 11:30 a.m.
Afternoon Program	1:30 - 3:30 p.m.

Students participate in any combination of the following:

- ▷ Paid Employment (full or part-time during school hours)
- ▷ Volunteer Work (full or part-time during school hours)
- ▷ Co-operative Education Course linked with education for a credit
- ▷ Job Shadow or Work Experience Programs (3-half days per week with employer for one month)
- ▷ Day in the Life Program (one day work experience with employer)
- ▷ Job Readiness/Life Skills Program
- ▷ Job Search
- ▷ Attendance at regular school (part-time)
- ▷ Continuing studies for credit

While at the Centre, students attend guest presentations, visit community programs, and participate in formal\informal counselling with the Social Worker. Students gain new ideas on careers and life choices.

SALEP students have the opportunity to return to school. For those who choose to remain out of school, the Job Readiness and Work Experience Programs will have provided assistance with the necessary skills for successful employment.

98.09

# PARENT'S GUIDE

## SUPERVISED ALTERNATIVE LEARNING

FOR  
EXCUSED PUPILS  
(SALEP)



## DEFINITION OF SALEP

Supervised Alternative Learning for Excused Pupils

## INTENT OF THE SALEP REGULATION

The Ministry of Education recognizes that some students may not be able to profit from formal education instruction. Therefore, "Supervised Alternative Learning for Excused Pupils" provides a supervised learning alternative for students who are 14 and 15 years old and of compulsory school age.

## REASONS FOR CONSIDERING SALEP

Some reasons for considering a "Supervised Alternative Learning for Excused Pupils" program for your child might include:

1. the inability to cope in a structured school program
2. a significant loss of time from school for various reasons
3. the inability to profit from regular school attendance
4. the knowledge that as a registered student of a school, he/she will continue to retain the right to all available educational services.

## STEPS LEADING TO SALEP

1. As parents or guardians you may apply in writing to the school principal on behalf of your child. In this application you should state the reasons for having your child considered to a "Supervised Alternative Learning for Excused Pupils" program. You should also include your suggestions for the supervised learning alternative. The Principal will make the form available to the parent/guardian.
2. You and your child will be required to appear before the "Supervised Alternative Learning for Excused Pupils" Committee which is made up of trustees, supervisory officers and other members of the Community.
3. This Committee may grant your child "Supervised Alternative Learning for Excused Pupils" status with an approved program. If this Committee does not grant "Supervised Alternative Learning for Excused Pupils" your child must continue the regular school program. As a parent/guardian, you may appeal to the Committee this decision on behalf of your child.

## YOU AND SALEP

As the parent/guardian of a child who has been granted SALEP status you are expected to:

4. Inform the Committee immediately if your child does not adhere to the approved program
5. Inform the Social Worker of any change in residence
6. Apply in writing to the Committee on behalf of your child where changes in the existing program may be necessary.

## YOUR CHILD AND SALEP

Your child must return to regular school attendance if the conditions of the approved alternative program can no longer be met.

## SUPERVISION OF YOUR CHILD WHILE ON SALEP

The School Board continues to be responsible for your child's education until he/she is no longer of compulsory school age. A Social Worker or other appropriate school personnel will maintain on-going contact with your child's "Supervised Alternative Learning for Excused Pupils" program. Reports on the progress of your child will be provided by the principal. This will ensure that the program meets the needs of your child.

## YOUR CHILD AND SALEP - EXPECTED RESULTS

1. To provide your child with life experiences which will enable him or her to acquire the knowledge and develop the necessary skills in problem-solving and decision-making required in every day life
2. To enhance your child's opportunities for personal growth, self-esteem, independence and self-discipline
3. To broaden your child's awareness of the realities and opportunities in the work field
4. To realize that it may be in the best interest of your child to return to regular schooling
5. To provide alternative educational opportunities.

## THE LAW AND SALEP

A child if employed on the "Supervised Alternative Learning for Excused Pupils" program may not be placed in a work situation where the placement contravenes any federal or provincial Act such as:

1. The Worker's Compensation Act
2. The Construction Safety Act
3. The Industrial Safety Act.

## SALEP OPTIONS

Subject to the approval of the Committee, SALEP options may include:

1. Employment
2. Employment search
3. Work experience
4. Volunteer work
5. Independent course work
6. Alternative education programs
7. Any activity that meets the needs and interests of the student
8. SALEP Centre

9-24

**To:** Chariman and Members  
Supervised Alternative Learning for Excused Pupils (SALEP) Committee

**From:** Marguerite Botting, Superintendent of Instructional Services

**Re** **Annual Report September 1997 – June 1998**

**Report:** Information

### Background

During the 1997-1998 school year SALEP staff serviced, on a regular basis, the students that applied to the program. As part of the SALEP program, all students have the right to design either paid or volunteer employment situations on a full or part-time basis. Students approved for SALEP but without paid or volunteer employment attend the SALEP Centre. The SALEP Centre provides opportunity to work toward completion of an academic component including job readiness and life skills. The following appendices summarize relevant data for the SALEP program:

Appendix I	Annual Statistics 1997-1998
Appendix II	Work Experience-Work Placements

September 1997 saw the appointment of new staff for the SALEP program - Tim Kaye, social worker and Warren Trimble, teacher. Students were provided a flexible, individualized program that focused on appropriate curriculum. Each student contracted with the teacher regarding the curriculum they would work on and the time they would actually attend the Centre. The majority attended four half-days a week, with a few requesting less time. The expectation was that work would be done at home as well as at the Centre. Appendix III summarizes the academic accomplishments of the students. The Crestwood location also provided use of a gymnasium.

As applications were processed, students were placed on a list awaiting SALEP approval. These students were provided with curriculum for home study and met with the SALEP teacher at agreed upon times after class to discuss their progress and get more work.

When asked, in an informal evaluation, about the SALEP experience, all saw it as positive. Students stated that the SALEP program was their last chance at school having been unsuccessful at their home school because of poor attendance and/or persistent lates. The smaller setting, more flexible hours and individualized work packages encouraged them to actually come to school and complete work. Without exception, the students indicated a desire to complete high school and saw the SALEP Centre as a way of getting back on track.

Throughout this year Co-operative Education students and volunteers assisted the students at the program.

Appendix IV presents an overview of the plans SALEP students indicated they had for September 1998 as of June 1998.

In planning for the 1998-1999 school year, SALEP staff have attended a course that will allow them to better assist SALEP students with poor literacy skills. In addition, to the academic component offered, students will be encouraged to also focus more specifically on job readiness, job search and work experience activities. To this end contact has been made with the Employment Centre requesting their assistance in this area.



**Issue**

To provide Annual SALEP statistics for information.

**Recommendation**

That the Annual Report of the SALEP Program be received for information.

**Rationale**

This information is provided in accordance with the Ontario Regulation 308/96 and the annual reporting of a trustee sub-committee.

**Appendices**

Appendix I	Annual Statistics 1997-1998
Appendix II	Work Experience – Work Placements
Appendix III	Academic Accomplishments
Appendix IV	Students Returning to School



**ANNUAL STATISTICS**  
**1997 - 1998**

	Age 14 Male	Age 14 Female	Age 15 Male	Age 15 Female	Total
Applicants	17	18	23	18	77
Applications Not Approved	2				2
Applications Approved for SALEP	6	9	15	13	43
Applicants Attending SALEP Centre Pending Approval	4	5	4	0	13
Applicants on Waiting List	7	5	4	5	21

**PROGRAMS FOR APPROVED APPLICANTS - 43**

Program	Male	Female	Total
Attended SALEP Centre	18	20	38
Full or Part-Time Volunteer Work		1	1
No Academic Component	3	2	5
Full or Part Time Work	6	6	12
Home Study		1	1

**GRADE LEVELS APPLICANTS ATTENDING SALEP CENTRE**

	Age 14 Male	Age 14 Female	Age 15 Male	Age 15 Female	Total
ELEMENTARY Grade 7					
Grade 8	1	1	2	2	6
SECONDARY Grade 9 - Vocational	1	2	2	1	6
Grade 9 - Composite	3	5	12	9	29
Grade 10 - Vocational					0
Grade 10 - Composite				2	2
<b>Total</b>	<b>5</b>	<b>8</b>	<b>16</b>	<b>14</b>	<b>43</b>

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<b>APPLICANTS AT WORK</b>
---------------------------

<i>Type</i>	<i>Age 14 Male</i>	<i>Age 14 Female</i>	<i>Age 15 Male</i>	<i>Age 15 Female</i>	<i>Total</i>
Full Time			3	1	4
Part Time			3	5	8
Volunteer Placements				1	1
<i>Total</i>			6	7	13

<i>Paid Employment Placements</i>	<i>Volunteer Placements</i>
Aldridge Moving & Storage Child Care (home) Fuller Brush Company Iele Marketing Marvellus Muffins Mike Fournier Sheet Metal Queenston Flower Shop United Family Martial Arts Wendy's Fast Food	St Matthew's House Day Care



### ACADEMIC ACCOMPLISHMENTS

*Credit Equivalencies Achieved*  
 37 students completed at least 1 credit

<i>Credits Received</i>	<i>Number of Students</i>	<i>Total Credits</i>
1 credit	20	20
2 credits	9	18
3 credits	3	9
4 credits	3	12
5 credits	-	-
6 credits	-	-
7 credits	1	7
8 credits	1	8
9 credits	-	-
<b>TOTAL</b>	<b>37</b>	<b>74</b>

### SUBJECT BREAKDOWN GRADE 9

	<i>Age 14</i>	<i>Age 14</i>	<i>Age 15</i>	<i>Age 15</i>	<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Business			1	3	4
English	1	2	5	1	9
Family Studies		1	1	5	7
Geography	2	9	15	7	33
History		2	2	3	7
Physical Education & Health			2	2	4
Science		1	1	2	4
<b>Total</b>	<b>3</b>	<b>15</b>	<b>27</b>	<b>23</b>	<b>68</b>

### SUBJECT BREAKDOWN GRADE 10

	<i>Age 14</i>	<i>Age 14</i>	<i>Age 15</i>	<i>Age 15</i>	<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
English				2	2
Geography				1	1
History				2	2
Math (Basic)				1	1
<b>Total</b>				<b>6</b>	<b>6</b>

9-30

Appendix IV

**STUDENTS RETURNING TO SCHOOL**

	<i>Age 14 Male</i>	<i>Age 14 Female</i>	<i>Age 15 Male</i>	<i>Age 15 Female</i>	<i>Total</i>
Students Planning to Return to Traditional School September 1998	1	1	11	5	18
Students Returning to SALEP 1998 - 1999	1		5	6	12
Students Returning to Full Time Work			3	1	4

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**SALEP**  
**YEAR END REPORT**

**1997 - 1998**

**(COUNTY)**









# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## INSTRUCTIONAL SERVICES SUPPORT STAFF

**Dundas Office**  
10 McMaster Avenue  
Dundas, Ontario  
L9H. 4M5

**PHONE:** (905) 628-4194  
**FAX:** (905) 628-1233

### SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS SALEP

#### Year End Report 1997 - 1998

Under the authority of the **Education Act** and Ontario Regulation 308, The Wentworth County Board of Education had established a committee to consider applications by fourteen and fifteen year old students for a Supervised Alternative Learning for Excused Pupils program. During the past school year the SALEP Committee consisted of:

Heather Bullock  
Ken Waters  
Andrew Murie  
Sandra Notarianni  
Malcolm Powell

Trustee and Committee Chairman  
Superintendent of Schools  
Community Representative (Sept.-Nov. 1997)  
Community Representative  
Secretary to SALEP Committee and  
Supervisor: Social Work Department

The SALEP Committee hears applications by parents and their children for the purpose of determining whether the student should be excused from all or part of normal compulsory school attendance. If excused, the student is then expected to pursue an alternative program such as employment, developing work skills, or volunteer work. In addition, the student may be approved for a part-time work program. The Committee which usually meets on a monthly basis, considers all relevant information. The information is collected and presented by the appropriate school social worker and a school representative. The Committee also interviews the parent and the child making the SALEP application. As a result of the information that is presented, the SALEP Committee determines whether or not the student shall attend school as required by law or attend school on a part-time basis with an approved alternative or be excused totally from school if they conform to a full-time program as prescribed by the Committee. If a program is approved, the student remains registered as a full-time pupil on the home school's register. The Committee then reviews the SALEP student's progress on a regular basis. The student may be required to report to the Committee as deemed necessary. A counsellor, usually the appropriate school social worker, monitors the program and reports on a regular basis to the Committee regarding the student's progress.

The assigned social worker is actively involved in SALEP cases. If the student has not already been referred to the Social Work Department, the principal will refer the potential SALEP candidate to the appropriate social worker. The social worker will then collect background information including relevant school, family and individual history. This material is presented to the Committee in a written report.

Since the social workers make recommendations to the Committee, there is some screening that takes place at this stage. Although no parent would be refused access to the Committee, the parents and the students are advised by the social worker of their opinion as to the advisability and feasibility of the particular alternative they have selected as a SALEP program.

Once the parent and child reach the Committee stage of this process, the social worker acts as a consultant at the SALEP meeting. A school representative will present the academic information to the Committee. If the candidate is approved for the program, it is usually the social worker who monitors the student's activities. The amount of contact with student, family and employer will vary according to the needs and complexity of the case. At each Committee meeting, a written update is presented until the student's program ends or the student becomes sixteen years of age.

A sampling of update activity reports submitted by students on the SALEP program may be found in Appendix IV. These reports, which are submitted monthly to the SALEP Committee, may assist in providing the reader with some understanding as to the student's activities while on this program.

In 1997-1998, the SALEP Committee considered a total of seventeen (17) candidates plus three (3) of these students twice. This past year the number of referrals was substantially lower. Each application was thoroughly reviewed by the Committee and subsequent to many lengthy deliberations, all of the candidates were approved for a variety of alternative education programs. The Committee met ten (10) times during the year to hear and review these applications. This year was the fourth year that the Committee heard applications for students 14 and 15 years of age for alternative education programs such as 'S.U.P.E.R.'. Since this program is not considered full-time instruction in the way that it is delivered these students might have been otherwise not eligible. Five (5) of these students were accepted.

The Committee would like to thank Andy Murie, former Executive Director of Big Brothers, for his more than two years of excellent service to the SALEP Committee as a Community Representative. His thoughtful comments were supportive to parents, students, staff and the SALEP Committee. Best wishes Andy in your new job.

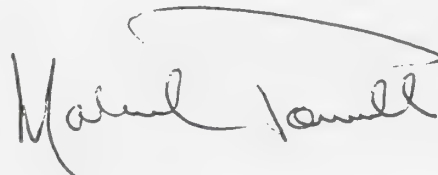
For further information, the reader should refer to the following Appendices:

Appendix	I	Committee Structure
Appendix	II	Applications
Appendix	III	Programs
Appendix	IV	Sample Monthly Update Reports
Appendix	V	Evaluation of Objectives for 1997-1998
Appendix	VI	Objectives for 1998-1999

This report is respectfully submitted,



Heather Bullock  
Chairman, SALEP COMMITTEE



Malcolm Powell  
Secretary to the SALEP Committee  
Supervisor: Social Work Department

/jm  
1998 09 18

## **APPENDIX I**

### **COMMITTEE STRUCTURE**

#### **COMMITTEE**

Heather Bullock	Trustee and Committee Chair
Ken Waters	Superintendent of Schools
Andrew Murie	Community Representative (Sept.-Nov. 1997)
Sandra Notarianni	Community Representative
Malcolm Powell	Secretary to Committee and Supervisor: Social Work Department

#### **SCHOOL LIAISON:**

Michelle Bates	Social Worker The Wentworth County Board of Education
Elaine Colgan	Social Worker The Wentworth County Board of Education
Vicki Earle	Social Worker The Wentworth County Board of Education
Eileen O'Shea	Social Worker The Wentworth County Board of Education
Randy Shiga	Social Worker The Wentworth County Board of Education
Margaret Tombolini	Social Worker The Wentworth County Board of Education

**APPENDIX II****APPLICATIONS**

TOTAL APPLICATIONS: 17(including 6 SUPER Students)

TOTAL APPROVED: 17

TOTAL WITHDRAWN: 0

TOTAL RE-HEARD: 3

APPLICATION DATA:	By Age:	14 years of age:	4 (3 M; 1 F - 1 in SUPER)
		15 years of age:	13(7 M; 6 F - 5 in SUPER)

By Sex:	Female:	7
	Male:	10

By School:	Orchard Park	3 plus 6 'SUPER' Students
	Parkside	2
	Waterdown	3
	Ancaster High	1
	Highland	1
	Spencer Valley	1

**SALEP APPROVALS IN PREVIOUS YEARS:**

1996-97:	25 (3 'SUPER' Candidates)
1995-96:	32 (9 'SUPER' Candidates)
1994-95:	26 (6 'SUPER' Candidates)
1993-94:	10
1992-93:	12
1991-92:	18
1990-91:	17
1989-90:	19
1988-89:	17
1987-88:	16
1986-87:	13
1985-86:	10
1984-85:	10
1983-84:	11
1982-83:	7
1981-82:	9
1980-81:	17
1979-80	23



## APPENDIX III

## SALEP CANDIDATE PROGRAMS

PUPIL	AGE	SEX	SCHOOL	PROGRAM
A	15	F	Orchard Park	SUPER Alter. Ed.
B	15	F	Orchard Park	SUPER Alter. Ed.
C	15	F	Orchard Park	SUPER Alter. Ed.
D	15	F	Orchard Park	SUPER Alter. Ed.
E	14	F	Orchard Park	SUPER Alter. Ed.
F	15	M	Orchard Park	SUPER Alter. Ed.
G	15	M	Orchard Park	Volunteer Work Experience at SPCA Visit SUPER - Went to SUPER Eventually Work-skills Booklet
H	15	F	Orchard Park	Job Search Work (If Found) Workskills Booklet
I	15	F	Orchard Park	Work Search Workskills Booklet Parenting Course Anger Management Course
J	15	M	Ancaster High	GET Alter Ed. Part Time Work Workskills Booklet Home Study Credits
K	15	M	Waterdown High	Home Study Credit Job Search Work Experience (Note: Went Back to School Semester Two)
L	14	M	Spencer Valley	Work-skills Booklet Work Experience Job Search
M	15	M	Waterdown High	Work Home Study Credit (WDHS)
N	15	M	Waterdown High	Work
O	14	M	Parkside	Work Home Study Credit
P	14	M	Parkside	GET Course Timetable Job Search Work If Found
Q	15	M	Highland	Work Work Experience P/T School

## APPENDIX IV

## MONTHLY UPDATE REPORTS: EXAMPLE 1

Im writing to update on my s.a.l.e.p. progress. When I am at work I always bring my work books with me so I can do both at the same time. Lately I have missed some work and school work because I was sick for a week and a half. When I am at work I usually do these things, stack tires, tagging tires demounting and mounting tires, balancing tires and general shop duties. I think it is really fun working at my dads shop because you get to meet people and do the work you like to do I am interested in the type of english I got it is harder and challenging. Im not that interested in the science though. anyway I geuss this is all I have to say.

THANK YOU

## MONTHLY UPDATE REPORTS: EXAMPLE 2

Jan, 1998.

The Committee.

I enjoy walking the dogs. And playing with the kittens in the cages. I enjoy working with the people I work with. They are really friendly people. I enjoy the bus ride sometimes, but it also gets boring sometimes too. Margaret is a nice person to work for. I really enjoy working with all kinds of animals. I gave a couple of bathes to a couple of dogs. It is a long hike on the bus from my house. I have to take three buses. At least I have a scenery to see when I ride the buses. I really enjoy working for the SPCA.

Therles

## MONTHLY UPDATE REPORTS: EXAMPLE 3

Feb 12/98

To whom it may concern,

I am writing  
a letter to the committee.

To let them know how I'm doing.

I am going to the super program  
to get caught up in my work.

I really enjoy going to the program.

As they really sit down with you,  
if you have any problems I

Suppose I'm doing alright I've  
got 87 in math already.

Shawn is a very nice person

he really tries to help you

as much as he can.

They also have a lot of activity  
things they do.

Thanks

## MONTHLY UPDATE REPORTS: EXAMPLE 4

MARCH 25/98

To whom it may concern;

I am really enjoying it at  
the super program.

I'm doing well I'm getting better  
grades then I did at O.P.

Shawn's really nice and ~~good~~ great  
to get along with.

He spends time with you when  
you need it.

Thanks

## MONTHLY UPDATE REPORTS: EXAMPLE 5

April 22  
1998

IT'S going great at S.U.P.E.R.  
 I'm getting better marks and I get  
 to go on more Trips and I  
 can concentrate more in a smaller  
 class. I haven't had any problems  
 at Super. We're also playing Baseball  
 and going on a camping trip. We also  
 play games sometimes at 2:00 till 2:30.

## MONTHLY UPDATE REPORTS: EXAMPLE 6

I'm really ~~am~~ enjoying the S.U.P.E.R.  
 programme. My parents are ~~happy~~ impressed  
 with my grades. I'm doing better at the  
 programme than any school that  
 I've ~~been~~ been to in the past.  
~~is~~ I have a cool guy and has helped  
 me out alot. we sometimes go play  
 Baseball in a near by park.

P.S.

Sorry about  
 The sloppy  
 Writing

Sincerely  
 Yours



## MONTHLY UPDATE REPORTS: EXAMPLE 7

Tuesday, March 24<sup>th</sup>, 1998

Dear S.A.I.E. Committee,

This month Ms. O'Shea and I met 3 times. I completed my job search booklet and 2 and a half lessons From my Introduction to Business course. I'm hoping to meet with Mrs. Roche to get some help with the work that I didn't understand or don't understand. I have handed two work applications into Tim Hortons and McDonalds but have not yet recieved a response. We have decided that I can do both Burger Management and the Parent course at the same time so I've decided I would like to work on Parenting first so Ms. O'Shea said that we could look into it well that's all I have to say for now so look forward to hearing from me next time

## MONTHLY UPDATE REPORTS: EXAMPLE 8

Dear Committee

Well this month was a pretty good month I'm still working on my business course. I'm doing alright but it keeps getting harder. Ms. O'Shea and I met with Mrs. Roche last week and we have arranged it so that I go to OP every Tuesday at 11:30am to get help with my work and to have my work marked. Other than that I don't have anything to say except I hope you look forward to hearing from me next ~~week~~ month.

Yours truly,

9-41

MONTHLY UPDATE REPORTS: EXAMPLE 9

May 18 08

To the SALAD Committee.

My job placement is going well, I am attending school part-time and going to work in the afternoon. I am still going to business class, but science I only do the work at home. I appreciate this experience and consider it a valuable one, at my placement at Recycled Instrument and Sound. I clean up and teach drum lessons on weekends. I had to re-write this letter because it was lost in the transfer from the office to you but I did write one and would not like that to reflect on your opinion of my responsibility.

Sincerely,

## APPENDIX V

### EVALUATION 1997-98 OBJECTIVES

1. **Objective:** The SALEP Committee will meet on a regular basis (monthly) to consider all SALEP applications including those required from the Alter. Ed. Programs.  
  
**Evaluation:** The Committee met ten times this year from August to June but excluding October. The Committee dealt with business each month as well as candidates (3 in September, 2 in November, 3 in December, 1 in January, 3 in February, 5 in April (2 meetings), 1 in May and 1 in June). Minutes of all meetings are on file.
  
2. **Objective:** The SALEP Committee will submit a Year end Report to the Board and to The Ministry of Education and Training.  
  
**Evaluation:** Accomplished; Board in September, The M.E.T. in October.
  
3. **Objective:** The SALEP Committee will continue to enhance the SALEP process for students:
  - ▷ investigate how the Wentworth SALEP process will be impacted by amalgamation and ensure a smooth transition into January 1998.
  - ▷ allocate interview time according to the needs of the candidates (e.g. 45 minutes for complex cases; 30 minutes for clear plans).
  - ▷ work with secondary principals to develop a protocol for maximizing success in the reintegration of SALEP students back to their home school.
  - ▷ investigate access to continuing education's 2010 STAR Computer Program.
  - ▷ review and follow-up on D. Pepler SALEP report and recommendations.  
**Evaluation:** Accomplished: The 'County' SALEP Committee continued to meet on a separate tract from the City and to meet the needs of County students. The Committee discussed 'transitions' plans at most of its meetings in order to facilitate a 'single' SALEP process for September 1998.  
  
 More interview time was allotted for each SALEP candidate (usually 45 minutes). This was seen to be helpful. Since the number of candidates was lower this was on objective that was easily facilitated.  
  
 While no 'protocol' was developed for reintegrating SALEP students back to school, the Secretary and the Superintendent undertook in the summer of 1997 to advise principals of SALEP students returning to school and asking them for their support to assist these students. The Committee and the social workers found this to be a helpful process.  
  
 Upon investigation, it was determined that the 2010 Star Computer Program was too expensive for everyday use by the SALEP students. Next year the Committee would like to explore the Eden project.  
  
 Ms. Debbie Pepler did report back to the Committee and her information was helpful to the Committee in their understanding of these at-risk students and their high needs. No changes were seen to be necessary at this time.

## **APPENDIX VI**

### **OBJECTIVES FOR 1998-99**

1. The SALEP Committee will meet on a regular basis (monthly) to consider all SALEP applications including those required from the Alter. Ed. Programs.
2. The SALEP Committee will submit a Year End Report to the Board and to the Ministry of Education and Training.
3. The SALEP Committees from the City and County will amalgamate their Committees and incorporate structures and processes that facilitate SALEP for those requesting it. (Please refer to separate transitions plans).



**SECTION I****PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF**

- A. APPOINTMENTS AND TRANSFERS - Nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil
- C. LEAVES OF ABSENCE - Nil
- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

**SECTION II****CLERICAL UNIT**

- A. APPOINTMENTS AND TRANSFERS - Nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil
- C. LEAVES OF ABSENCE

- 1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Ana Misiti, Secondary School Senior Secretary, July 1, 1998 to June 30, 1999

Sandra Kelly, Purchasing/Payroll Clerk, November 27, 1998 to December 14, 1998

Ross Thompson, Computer Technician, October 5, 1998 to October 1, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

**SECTION III****CUSTODIAL AND MAINTENANCE**

- A. APPOINTMENTS AND TRANSFERS - Nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil
- C. LEAVES OF ABSENCE

- 1) General Leaves

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Wilhelmina Maagdenberg**, Cleaner, September 28, 1998 to October 16, 1998

**Joanne Paltridge**, Assistant Caretaker, January 4, 1999 to February 26, 1999

**Veronica VanWanroby**, Cleaner, September 28, 1998 to October 16, 1998

- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

**SECTION IV****EDUCATIONAL ASSISTANT UNIT**

- A. APPOINTMENTS AND TRANSFERS - Nil
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

- 1) Resignations

The date shown for the following staff to Leave the Employ of the Board be approved:

**Dianne Kunz**, October 7, 1998

- C. LEAVES OF ABSENCE

- 1) General Leaves

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Cindy Wolf**, July 20, 1998 to January 22, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

**E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**

**SECTION V**

**ELEMENTARY TACHERS**

**A. APPOINTMENTS AND TRANSFERS**

**1) Appointments**

That the following staff be appointed to the position indicated below, effective as shown, with salary according to the salary schedule:

**Rene Contant**, Alternative Education Program Leader, October 8, 1998

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

**2) Resignations**

The date shown for the following staff to Leave the Employ of the Board be approved:

**Sharyn Gagne**, August 31, 1998

**2) Retirements**

That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Brenda Dagg**, December 31, 1998

**Lawrence Torry**, December 31, 1998

**C. LEAVES OF ABSENCE**

**1) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Melissa Fiesser**, August 24, 1998 to December 31, 1998

**Debra Ann Kerr-Pendlebury**, January 9, 1999 to August 31, 1999

**Sandra McMillan**, October 19, 1998 to April 30, 1999

**Kirsty M. Russell**, November 9, 1998 to May 14, 1999

**Anne-Marie Scouler-Sacchetti**, October 8, 1998 to December 31, 1998

**2) Leave Extensions**

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Donald C. Warren**, September 1, 1998 to December 31, 1998

**3) Reduced Workload Leaves**

That the requests of the following teachers for Reduced Workload Leaves of Absence, effective as shown, be granted:

**Jane Fletcher**, Elementary Teacher, 1.0 to .6, September 1, 1998 to August 31, 1999

**Arde Hollingsworth**, Elementary Teacher, 1.0 to .6, September 1, 1998 to August 31, 1999

**David Jeffrey**, 1.0 to .5, October 8, 1998 to August 31, 1999

**Judith Taylor**, 1.0 to .8, October 8, 1998 to August 31, 1999

**4) "Four over Five"**

(i) That approval be granted for the request of **Anna Gusenbauer** for a Leave of Absence under the Salary Holdback Plan ("Four over Five") under the Elementary Collective Agreement for the 2001-2002 school year.

(ii) That approval be granted for the request of **Jeannie Hughes** for a Leave of Absence under the Salary Holdback Plan ("Four over Five") under the Elementary Collective Agreement for the 2002-2003 school year.

**5) Return from Leaves of Absence**

That the following staff be returned from Leave of Absence, effective as shown:

**Kelly Breen Buckley**, September 1, 1998

**Dawn Martens**, November 30, 1998 (.5)

**D. PROBATIONARY AND PERMANENT CONTRACTS**

**1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown with salary according to the salary schedule:

**Suzanne Buwalda**, October 8, 1998

**Pat Casalanguida**, October 8, 1998

**Michael Feeney**, October 8, 1998

**Peter Foutris**, October 8, 1998 (.3)

**Joan Harrower**, October 8, 1998

**Patricia Kaine**, October 8, 1998 (.5)

**Lisa Kelly**, October 8, 1998

**Dianne Kunz**, October 8, 1998 (.5)

**Beth Lalich**, October 8, 1998 (.5)

**Carolyn McMillan**, October 8, 1998 (.5)

**Laurie Miller**, October 8, 1998

**Nina Onufryk**, October 8, 1998 (.2)

**Scott Pettersen**, October 8, 1998

**Vera Prpa**, October 8, 1998

**David Robertson**, October 8, 1998 (.5)

**Kara Lee Ryce**, October 8, 1998 (.9)

**Lori St. Amand**, October 8, 1998

**Tara Shariff**, October 8, 1998

**Kathy Sitak**, October 8, 1998

**Elise Thorne**, October 8, 1998 (.5)

**Angie Todoruck**, October 8, 1998 (:5)

**Jennifer Denise Wolfram**, October 8, 1998



May be additional names submitted as a lay-down at October 7, 1998 Meeting.

## E. OTHER MATTERS REQUIRING BOARD ATTENTION

### 1) Timetable Changes

That the timetable change of the following staff, effective October 8, 1998, be approved:

**Teresa Anderson-Wong**, .5 to 1.0

**Anne Barrs**, .4 to 1.0

**Michelle Hesler**, .5 to 1.0

**Nancy Joudrie**, .5 to .7

**Peggy MacLeod**, .8 to 1.0

**Lorraine Oliver**, .5 to 1.0

**Kenneth Stone**, .9 to 1.0

**Melissa Tadeson**, .5 to .8

**Pamela Thorpe**, .5 to 1.0

May be additional names submitted as a lay-down at October 7, 1998 Meeting.

### 2) Exchange

That **Lorraine Rivers** be granted permission to apply for an Educator Exchange for the period September 1, 1999 to August 31, 2001 inclusive.

### 3) Related Experience Allowance

That in accordance with Article 7.08 of the Wentworth Elementary Collective Agreement, it is recommended that recognition of teaching experience be given to the following teachers to facilitate grid placement:

**Steve Black**, 13.0 years of previous experience at Robert Land Academy, Wellandport

**David Pasian**, 2.8 years of previous teaching experience at Moose Kerr School,  
Aklavik, N.W.T.

**Susan Pasian**, 2.0 years of previous teaching experience at Moose Kerr School,  
Aklavik, N.W.T.

## SECTION VI

## SECONDARY TEACHERS

## A. APPOINTMENTS AND TRANSFERS

### 1) Appointments

(i) That the following staff be appointed to the one year term position indicated below, effective as shown, with salary according to the salary schedule:

**Robert Macoritti**, Special Assignment Teacher, Secondary School Reform/Vocational,  
October 12, 1998

(ii) That the following teachers be appointed to the positions indicated below, effective September 1, 1998 to February 2, 1999, with salary according to the salary schedule:

**Elizabeth Duern**, Assistant Head of English

(ii) That the following teachers be appointed to the positions indicated below, effective September 1, 1998, with salary according to the salary schedule:

**Geoffrey Coomb**, Acting Assistant Head of Department (English)

**Lesley Cramer**, Acting Assistant Head of Department (English)

**Eleanor Gallagher**, Acting Assistant Head of Department (Mathematics)

**Eileen Murgatroyd**, Acting Assistant Head of Department (Mathematics)

**Joan O'Hara**, Acting Assistant Head of Department (Business)

**Jamie Quinn**, Acting Assistant Head of Department (Student Services)

**Linda Smith**, Acting Assistant Head of Department (Student Services)

## **B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

### **1) Retirements**

That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**James Abbey**, February 28, 1999

**Barry Curtis**, June 30, 1999

**David Evans**, December 31, 1998

**Janet M. Millikin**, October 23, 1998

**Richard Snider**, January 31, 1999

## **C. LEAVES OF ABSENCE**

### **1) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Erin Donnelly**, November 5, 1998 to May 12, 1999

**Darlene Etherington Pounder**, October 19, 1998 to April 26, 1999

**Rosemary McEniry**, January 4, 1999 to January 8, 1999

**Lynsey Sober**, November 30, 1998 to June 4, 1999

### **2) Leave Extensions**

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Marilyn Brown**, September 1, 1998

**Brenda Csordas**, September 1, 1998 to August 31, 1999

### **3) Return from Leaves of Absence**

That the following staff be returned from Leave of Absence, effective as shown:

**Eysia Dywan**, November 2, 1998

Adele Schiedel, September 1, 1998

**4) Reduced Workload Leaves**

That the requests of the following teachers for Reduced Workload Leaves of Absence, effective as shown, be granted:

**Rosemary Mechel**, 1.0 to .66 (2/3 Sem. 1 & Sem. 2), October 1, 1998 to August 31, 1999

**D. PROBATIONARY AND PERMANENT CONTRACTS**

**1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown with salary according to the salary schedule:

**Barbra Crawford**, (.5) (3/3 Sem. 1 only), October 1, 1998  
**Bruno Evangelista**, (.5) (3/3 Sem. 1 only), October 5, 1998  
**Larissa French**, (.5) (3/3 Sem. 1 only), September 3, 1998  
**Anthony Herrington**, (.5) (3/3 Sem. 1 only), October 5, 1998  
**Laura Hutchinson**, (.5) (3/3 Sem. 1 only), September 3, 1998  
**Lisa McDowell**, (.5) (3/3 Sem. 1 only), September 3, 1998  
**Nick Schlecta**, (.5) (3/3 Sem. 1 only), September 3, 1998  
**Mary Seabrook**, (.33) (2/3 Sem. 1 only), September 3, 1998

May be additional names submitted as a lay-down at October 7, 1998 Meeting.

**E. OTHER MATTERS REQUIRING BOARD ATTENTION**

**4) Related Experience Allowance**

(i) That in accordance with Article 10.06 of the Wentworth Secondary Collective Agreement, it is recommended that the following teachers be granted credit for related experience, effective as shown:

**Michael Smith**, 1.5 years, which equates to .75 on the salary grid  
**Sandra Sneeds**, 4 years which equates to 2 years on the salary grid

(ii) That in accordance with Article 10.03 (a) of the Wentworth Secondary Collective Agreement, **Anthony Herrington** be granted credit for 8 months teaching experience on the salary grid.





## SECTION VI

## SECONDARY TEACHERS

## A. APPOINTMENTS AND TRANSFERS

1) Appointments

**Krista E. Brodersen**, Special Assignment Teacher, Secondary Reform, Curriculum Implementation, effective as soon as possible.

## D. PROBATIONARY AND PERMANENT CONTRACTS

**Sabhash Khera**, (.5) (3/3 Sem. 1 Only), October 8, 1998

## E. OTHER MATTERS REQUIRING BOARD ATTENTION

1) Timetable Changes

That the timetable change of the following staff, effective October 12, 1998, be approved:

**Noah Gardiner**, .33 to .5 (3/3 Sem. 1 Only)

**Patrick Lennon**, .33 to .5 (3/3 Sem. 1 Only)

**Patricia Loney**, .66 to .83 (3/3 Sem. 1, 2/3 Sem. 2),

**SECTION I****PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF****A. APPOINTMENTS AND TRANSFERS****1) Appointments**

That **Stacey Hill** be appointed to the position of Human Resources Officer, effective November 1, 1998 with a one year probationary period.

**SECTION V****ELEMENTARY TEACHERS****A. APPOINTMENTS AND TRANSFERS**

(ii) That the following staff be appointed to the one year term position indicated below, effective as shown, with salary according to the salary schedule:

**Scott Sincerbox**, Acting Special Assignment Teacher, Mathematics, October 23, 1998

**D. PROBATIONARY AND PERMANENT CONTRACTS**

**Santo Barbieri**, October 8, 1998 (.4)

**Tanya Dawdy**, September 29, 1998

**Lisa Doherty**, October 8, 1998 (.3)

**Ginette Kew**, October 8, 1998

**Susan Knight**, October 6, 1998

**Ronald Merriam**, October 2, 1998

**Keri Peters**, October 8, 1998

**Margo Petrie**, October 1, 1998

**Nancy Pierce**, October 8, 1998 (.5)

**Katherine Rogers-Hartley**

**John Spencer**, September 28, 1998

**Leanne Steele**, September 30, 1998

11a)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS															
	1998 ACTUALS					1999 ACTUALS					1998/99 BUDGET				
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,049.80										2,045.40	
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,197.84										1,057.69	
Teacher Assistants	351.12	351.12	351.12	351.50											
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00										345.00	
School Administration	450.83	450.83	450.83	406.03										161.00	
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00										406.03	
Board Administration & Governance	175.16	175.16	175.16	158.76										37.00	
School Operations	503.63	503.63	503.63	488.50										148.76	
Continuing Education	7.52	7.52	7.52	4.52										464.07	
Transportation	1.75	1.75	1.75	1.25										4.52	
Staff on Loan (recoverable)	17.83	17.83	17.83	13.00										1.25	
														13.00	
<b>Total Full Time Equiv. Positions</b>	<b>4,954.83</b>	<b>4,954.83</b>	<b>4,954.83</b>	<b>4,867.20</b>										<b>4,683.72</b>	

Prepared by Human Resources - October 1, 1998





1998 10 07

TO: Merv Matier, Director of Education & Secretary

FROM: Don Grant, Superintendent of Business & Treasurer  
Deborah Russon, Manager, Human Resources

RE: Education Committee Reports - Staffing Report, Report of Casual Usage (CUPE),  
Report of Supply Teacher Usage and Temporary Assistance Expenditures

---

**Recommended Action:**

That the only monthly report submitted to the Education Committee be the Staffing Report on Full-Time Equivalent Positions.

**Rationale:**

1. **Staffing Report - Full Time Equivalent Positions** - This report contains the number of full-time equivalent positions employed with the Hamilton-Wentworth District School Board. It identifies for the Trustees the number of full-time equivalent employees by Ministry funding category. This report should be maintained on a monthly basis and submitted to the Trustees at the Education Committee Meeting.

The recommendation is that this report no longer contains enrolment statistics. The Budget Department will be responsible for sharing enrolment statistics with the Trustees. Enrolment statistics will be based on the Ministry funding dates of October 31st and March 31st.

2. **Report of Casual Assistance Usage (CUPE)** - This report contained statistical data on the number of days utilized for casual assistance in the city schools. It identified the expense to date and compared the number of days used and the expense with the previous calendar year. This report was not a complete picture of the actual expense for replacement coverage as it did not identify if there were any overtime earnings attributed to replacement coverage.

The recommendation is to stop preparing this report as it only identifies a portion of replacement cost and only applies to city schools.

3. **Report on Supply Teacher Usage** - This report identified the utilization of supply teaching days for city schools. It identified the number of days used and the expense to date compared to the previous calendar year.

The recommendation is to stop preparing this report as it only applies to city schools. Administration is recommending that Trustees be informed of variances to the Budget when the supply teaching usage nears and/or exceeds the budget amount for Supply Teachers.

4. **Temporary Assistance Expenditures (City Schools)** - This report identified the temporary assistance expenditures by Superintendency.

Page 2.

The recommendation is to stop preparing this report as it only applies to city schools. Administration is recommending that Trustees be informed of variances to the Budget when the temporary assistance expenditures nears and/or exceeds the budget amount for Supply Teachers.

1998 10 07.

**TO:** Merv Matier, Director of Education & Secretary

**FROM:** Don Grant, Superintendent of Business & Treasurer  
Deborah Russon, Manager, Human Resources

**RE:** Report on the Performance Appraisal System for the former Hamilton Board of Education

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**Recommended Action:**

That the report on the Performance Appraisal System for the former Hamilton Board of Education be received for information.

**Rationale:**

The former Hamilton Board of Education's Performance Appraisal System was implemented in September of 1996. The purpose of the system is to develop and maintain standards of performance as well as to promote growth in all employees. All employees are required to participate in one of the following five components: performance evaluation, growth plan, leadership plan, improvement plan or under review.

The Policy clearly outlines the roles and responsibilities for various supervisors/managers and senior officials with respect to performance management activities. The mandate for the Trustees in the Performance Appraisal System is to receive and respond to an annual report on performance management.

The Performance Management System was designed to provide data to members of executive council and trustees, which tracks overall levels of performance and growth in the system. In order to track this data, computer screens have been developed in the Employee Information System, which identify the performance management activities for all employees. Attached is an overview of the performance management activities as of September 15, 1998.

The tracking sheet identifies the following problems:

- (i) Out of a total of 3,800 employees, only 2,419 employees (63.7% of staff) have been entered onto the performance management screens for tracking.
- (ii) The data on teaching staff shows that approximately 74.3% of teaching staffing are being tracked and monitored.
- (iii) The data on non-teaching staff is clearly deficient. Out of a total of approximately 1,300 non-teaching employees only 598 employees (46% of non-teaching staff) are being tracked and monitored.
- (iv) At any given time in the process there should be approximately 20% of staff under performance evaluation. According to the statistical data only 5.68% are undergoing a formal performance evaluation.

At the present time the Performance Management System lacks an overseer. With the departure of the former Superintendent of Education, very little activity has taken place with respect to Performance Management. The Staff Development Department does continue to provide annual training to new Principals, Managers and Supervisors on this system.

12-1

# Performance Appraisal System 1998 Summary (updated by Administrators/Managers) as of 1998 09 15

Occupational Group/ Number	Formal Evaluation	Growth Plan	Leadership Plan	Improvement Plan	Under Review	Recorded Total	Blank P.A.S. Screen on E.I.S.
Elementary Teachers (01)	113	1092	38	3		1246	142
Secondary Teachers (02)	62	488	21	4		575	147
Professional Support Staff Personnel (03)	3	15				18	
Executive Council (04)		2				2	1
Professional Admin. Support Staff (05)	3	26				29	
Caretaking Staff (06)	5	135	1			141	15
Office, Clerical & Technical Staff (08)	4	127	2			133	1
Educational Assistants (11)	11	147		1		159	5
Lunchtime Supervisors (12)	15	101				116	32
<b>Total by P.A.S. Component</b>	216	2133	62	8	0	2419	343



1998 10 07

**TO:** Merv Matier,  
Director of Education and Secretary

**FROM:** Don Grant, Superintendent of Business & Treasurer  
Deborah Russon, Manager of Human Resources

**RE:** ***FREEDOM OF INFORMATION ACTIVITIES (FOI) 1997/98***

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**Recommended Action:**

That the annual Municipal Freedom of Information and Protection of Privacy Report be received for information.

**Rationale:**

The former predecessor boards have operated under the Municipal Freedom of Information and Protection of Privacy Act since January 1991. Under the requirements of the legislation, the Chairman of the Board, as Head, is responsible for:

- ♦ administration of personal privacy sections of the Act
- ♦ responding to formal written requests for access to records
- ♦ submitting an annual statistical report to the Privacy Commissioner/Ontario

Since January 1991, the public has a right of access to information held by municipalities and other local agencies, boards and commissions. There are exceptions to this right, but they are limited to the specific provisions of the legislation. One of the key principles of the Municipal Freedom of Information and Protection of Privacy Act is the protection of personal privacy. The requirements of the act include establishing standards for the collection, use and disclosure of personal information by institutions and requiring that person information records are retained and disposed of in such a way that the confidentiality of the records is maintained at all times.

The annual Municipal Freedom of Information and Protection of Privacy Report covers the activities that have occurred during the period October 2, 1997 to October 1, 1998. The activities for the jurisdiction of Hamilton-Wentworth are included in this report.

During the period October 2, 1997 to October 1, 1998, we have responded to three written access requests for general information. The Board has provided the information that was requested. In addition to the written requests, we have provided advice to schools and departments on privacy matters.



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# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

October 7, 1998

**To:** Merv Matier, Director of Education and Secretary

**From:** Ken Bain, Superintendent of Education

**Re:** Elementary Vice Principal Allocation Report

## Recommended Action

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

that the Elementary Vice Principal Allocation Report be received for information.

Three years ago, school superintendents from the former Hamilton Board decided to review the allocation of elementary vice principals. A committee comprised of four members of the Hamilton Principals' Association (HPA) and two Assistant Superintendents of Schools created a "School Profile Data Collection Survey".

The criteria that formed the basis of the survey reflected the conditions in a school which committee members felt would generate the need for administrative time. Principals were asked to respond to the questions in order to arrive at a quantitative value that represented their school's need for an allocation of vice principal time. The results, which were tabulated by the committee and were reviewed by the four school superintendents, formed the basis for allocation decisions. It was agreed that final allocation decisions rested with the superintendents.

In the spring of 1998, the following circumstances caused the Superintendents of Education to review the allocation of vice principals:

- the difference in vice principal allocation and assignments between the two predecessor boards
- the removal of principals and vice principals from the federation
- a desire to further the amalgamation process along by assigning city vice principals to county schools and county vice principals to city schools

Each of the predecessor boards assigned vice principals in a different way:

- Vice principals in city schools were assigned full time administrative duties
- No city vice principal had teaching responsibilities
- Vice principals in county schools taught half time and had administrative duties during the other half day
- No county vice principal was assigned full time administrative duties

As a result, a city principal and a county principal worked together to recommend criteria that could be used in the revised Data Collection Survey. The following data was considered to be critical:

- Student enrolment
- Number of staff
- Number of special classes
- Number of student transfers
- Number of Stage 2/DART 2 students
- Number of buses/taxis

The principal representatives presented the survey to the Superintendents of Education for review. The survey was sent to all principals for completion and the results were tabulated. Once again, the Superintendents of Education were responsible for the final allocation decisions.

The elementary Superintendents of Education reallocated vice principals such that

- larger, more complex and challenging school organizations received administrative support
- twinned sites (city) and unit schools (county) received administrative support
- there were no teaching vice principals

The following chart shows the allocation of vice principals and the supervising principal (twinned/unit schools).

A	B	C	D
1.0	.5	.5 (Twinned/Unit)	Supervising Principal
W.H. Ballard	Tweedsmuir	Ryckman's Corners	James MacDonald
Lake Avenue	Westview	Linden Park	Queensdale
Memorial (City)	Dalewood	Bell-Stone	Mount Hope
Prince of Wales	Lawfield	Allenby	Earl Kitchener
G.L. Armstrong	Viscount Montgomery	Central	Hess Street
Queen Mary	Sanford Avenue	Greensville	Spencer Valley
Sir Wilfrid Laurier	Balaclava	Pleasant Valley	Dundana
R.A. Riddell	Flamborough Centre	Parkwood	Bellmore
Adelaide Hoodless	Janet Lee		
Centennial	Hillcrest		
Dundas District	Mount Albion		
Cardinal Heights	Ancaster Senior		
Chedoke			
Helen Detwiler			
C.B. Stirling			
R.L. Hyslop (Green Acres)			
Lloyd George (Fairfield)			
Strathcona (G.R. Allan)			





# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

FAX: (905) 521-2539

**TO:** Merv Matier, Director of Education and Secretary to the Board

**FROM:** Jane Allison, Public Relations Officer  
Marlene Gibson, Hamilton Council of Home and School Associations  
Co-chairs, 1998 Parent Conference

**RE:** **Report on the 1998 Parent Conference**

Recommended Action:

Moved by: \_\_\_\_\_

That the report on the 1998 Parent Conference be received.

Recommended Action:

Moved by: \_\_\_\_\_

That a Parent Conference be held in 1999.

## Introduction

We are pleased to submit a report on the very successful 1998 Parent Conference, held on April 25, 1998 at Sir Allan MacNab Secondary School. This year's event was the fourth annual conference designed to encourage enhanced communication and understanding between the home and school, all in support of student success. Planned and hosted by The Hamilton-Wentworth District School Board and the Hamilton Council of Home and School Associations, the Conference represents a collaboration between Board and parent that is a testimonial to the success such co-operation can have. More than 2,000 parents have attended the Parent Conference since the first event in 1995. The Conference is free to Hamilton-Wentworth District School Board parents as a result of generous sponsorship from community businesses, organizations and school councils.

## Budget/Sponsorship

As in past years, the community support for the Parent Conference was outstanding in 1998. Contributions from school councils, the Home and School Association, area businesses and storefront purchasers accounted for a total of \$9750. With other revenues, the total income for this event totaled \$12,305.19. Costs for the event amounted to \$13,854.75, making the net cost to the Board's Public Relations budget only \$1,549.56. The Planning Committee is very proud of the cost-effective result of this positive initiative for parents.

## Planning Committee

Members of the Planning Committee – more than 20 people from schools, Board departments and parent groups – volunteer their time to planning and promoting the Parent Conference. Co-chaired by the Public Relations Officer and a Home and School Association representative, the planning team begins work on the next conference upon completion of the previous one. More than 60 volunteers, including Sir Allan

MacNab students and parents from Board schools, assisted on the day of the Conference. Through the evaluation forms distributed in the Conference packages, more than 40 parents have said they would like to volunteer at a 1999 Parent Conference.

### **Program**

This year's program featured more than 35 workshops conducted by Board and community representatives, who offer their expertise at no charge. The workshops are designed to help parents and schools work together to support student success in the areas of academic, social, emotional and physical growth. Workshops provided information in a supportive environment so parents can put new information and ideas to use immediately to support the parenting and academic efforts in their own homes. Keynote speaker Gordon Cressy spoke on the topic of *"Dreaming and Doing: Hopeful Signs for Parents in a Fragile Time Zone"*. He shared affirming words on parenting, getting through the rough spots and how parents and children can "seize the day" more effectively. His presentation was a great hit with the 350 parents in attendance.

### **Venue Arrangements**

The 1998 Parent Conference was held at Sir Allan MacNab Secondary School on the West Mountain. Principal Trish Fulton and her staff were exemplary in their co-operation and assistance in staging the Conference at this site. In addition, Mrs. Fulton organized a stellar team of student volunteers who worked tirelessly to ensure an organized and helpful atmosphere for parents. The City of Hamilton was also most helpful in its agreement to waive the enforcement of parking by-laws in the Sir Allan MacNab neighbourhood on the day of the Parent Conference. Student volunteers did a delivery of a flyer to homes in the area to inform neighbours of this waiver and thank them for their co-operation.

### **Profile**

Distribution of the Conference brochure through the schools is still the best way to get the information into parents' hands. To communicate the benefits of the Conference, we actively sought out media coverage of the Parent Conference well in advance of the event itself. One major reason was to encourage high attendance levels; the other reason was to encourage parents located in the former Wentworth County Board of Education to be aware of this event, which was free to them for the first time. Media coverage included radio talk shows, news stories and photographs in area newspapers and postings on community television listings. Coverage following the event included newspaper articles and television news profiles.

### **Evaluation from Parents**

Evaluation forms were given to parents in their registration packages. The feedback using this process has provided valuable information for future Parent Conferences, and is an important part of the conference planning. The following results were received from this year's event.

- 98.9% of respondents would attend the Parent Conference again
- 96% found the Conference helpful in supporting their child's success in school
- 94.5% said the workshops they attended were of value

The topics of most interest to parents were the following:

- Parenting skills
- Supporting good social skills development
- Boosting student achievement
- How to positively address behaviour and discipline problems
- Working together with teachers and the school
- How to support child's achievement in specific subjects

Suggestions for improving the Conference included the following:

- Have the conference at a different time of year – weather is too nice in April!
- Offer more topics for immigrant families; a high percentage of the students will be from a variety of backgrounds and parents are in need of skills and support within a bicultural home/school setting.
- Shorter acknowledgements and introductions – get right to the main event!
- Include a complete set of seminar handouts, for a small fee.
- Have presenters distribute handouts at the beginning of the seminar.
- Frustrated that I could only go to three sessions.

### **The Future of the Parent Conference**

The on-going success and positive feedback of the Annual Parent Conference confirms the Planning Committee's recommendation that this event be continued for 1999. In order to serve parents better, the Committee would like to mount the Parent Conference in November of 1999, rather than the traditional April timing of the past.

Rationale for this change reflects the following beliefs and feedback from parents:

- Parents would have more time in the school year to implement what they learn at the Conference.
- Earlier identification of problems or issues could be possible.
- Awareness of and access to Board and community expertise would come sooner in the school year.
- Increased attendance would result from having a positive event like the Parent Conference in a gloomy month like November rather than on a beautiful spring day at the end of April.

### **Conclusion**

Overall, 89% of the respondents rated the 1998 Parent Conference at a 5 or a 6 out of a possible 6 rating. This type of positive feedback, along with thoughtful suggestions for improvement, contributed to the success of the 1998 Annual Parent Conference.







# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092  
FAX: (905) 521-2536

**To:** Education Committee

**From:** Anthony Cupido  
Superintendent of Plant Services

**Date:** 1998 10 07

**Re:** **Education Centre Parking Lot Security**

## Recommendation

Moved by \_\_\_\_\_ that 2 security guard positions be implemented to monitor the parking lot and grounds at the Education Centre.

## Background

Vehicles parked at the Education Centre parking lot have been subject to vandalism on an ongoing basis. Over the last several weeks, approximately a dozen occurrences of break-ins, theft, vandalism and a minor assault have taken place.

## Issue

To ensure that an appropriate security presence is provided at the Education Centre.

## Rationale

Approximately 4 years ago, security staff positions were reduced. Parking has increased significantly with the amalgamation process at the Education Centre.

The implementation of a day and afternoon security guard would enhance the security measures at the Education Centre parking lot.

It is estimated that offsetting revenues and avoidance of outside contract security services would equal the cost of these positions.



# D I S T R I B U T I O N

*EDUCATION COMMITTEE*  
*1998 10 07*





# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

GLD	-	General Learning Disability
BE	-	Behavioural
COMP.	-	Comprehensive
COMM.	-	Communication
SLD	-	Specific Learning Disability
DD	-	Developmentally Delayed
GIFTED	-	Gifted
MU	-	Multiple
PHYSICAL	-	Physical
S/L	-	Speech and Language
AU	-	Autistic
HI	-	Hearing Impaired

# DRAFT

## CITY EAST

SCHOOL	SPECIAL CLASS	# IN CLASS
A. M. Cunningham	GLD-Pr.	12
Elizabeth Bagshaw	BE-Int.	8
	COMP-Int.	8
Fairfield	COMM-Jr.	10
Glen Brae	SLD-Int.	8
Glen Echo	ASSESSMENT	6
Hillcrest	BE-Int.	7
	GLD-Int.	13
	SLD/1-Int.	7
	SLD/2-Int.	8
Hillsdale		
Lake Avenue		
Lloyd George	BE-Jr.	5
	COMM-Jr.	10
Memorial	SLD-Jr.	8
	COMP-Int.	8
Parkdale		
Red Hill		
Rosedale		
Roxborough Park	SLD-Jr.	8
Sir Isaac Brock		
Sir Wilfrid Laurier	S/L-Pr.	10
	SLD-Pr.	8
	COMM-Jr.	
Viscount Montgomery	DD-Jr.	5
	DD-Int.	9
	COMP-Int.	8
	GIFTED-Jr.	13
	GIFTED-Int.	21
W. H. Ballard	SLD-Int.	8
Woodward	MU-Pr./Jr.	3
Delta	SLD-Sr.	8
Glendale		
Parkview		
Scott Park	COMP-Sr.	12
Sir Winston Churchill	COMP-Sr.	15
	DD/1-Sr.	8
	DD/2-Sr.	10
	DD/3-Sr.	6

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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# DRAFT

## CITY WEST

SCHOOL	SPECIAL CLASS	# IN CLASS
Adelaide Hoodless	BE-Int.	8
Allenby		
Bennetto	COMP-Int.	14
Centennial	DD-Pr.	7
	COMM-Jr.	10
Central		
Dalewood	GIFTED-Int.(3)	Gr.6(14),Gr.7 (12),Gr.8(27)
	SLD-Int.	11
Dr. J. E. Davey	GLD-Pr.	12
	GLD-Jr.	14
Earl Kitchener		
G. R. Allan		
Gibson		
Hess Street		
King George	BE-Pr.	3
	SLD-Jr.	7
Prince Philip		
Prince of Wales	COMP-Int.	13
Queen Mary	COMM-Jr.	10
	GLD-Jr.	15
	MU-Jr./Int.	5
	PHYSICAL-Int.	5
	SLD-Int.	8
Queen Victoria	BE-Jr.	7
	GIFTED-Jr.	22
Robert Land	S/L-Pr.	10
	COMM/1-Jr.	7
	COMM/2-Jr.	9
Ryerson		
Sanford	SLD-Pr.	8
	BE-Jr.	6
Stinson		
Strathcona	COMM-Jr.	8
Tweedsmuir	BE-Int.	7
	COMP-Int.	15
	GLD-Int.	16
Sir John A. MacDonald		
Westdale	COMP-Sr.	14
	DD-Sr.	10

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## COUNTY EAST

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# DRAFT

SCHOOL	SPECIAL CLASS	# IN CLASS
Bell-Stone		
Bellmore		
Billy Green	SLD-Pr./Jr.	3
Collegiate Avenue	DD-Pr./Jr.	7
Eastdale		
Green Acres	COMP-Pr./Jr.	4
	COMP-Jr./Int.	9
	BE-Pr./Jr.	1
	S/L-Pr.	7
Janet Lee		
Memorial		
Mount Albion	COMP-Pr./Jr.	9
	COMP-Jr./Int.	11
Mount Hope		
Mountain View		
Parkwood		
R. L. Hyslop	SLD-Pr./Jr.	4
Tapleystown		
Winona		
Orchard Park		
Saltfleet		

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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**DRAFT**

SCHOOL	SPECIAL CLASS	# IN CLASS
Ancaster Senior	SLD-Int.	1
Balaclava		
Beverly Central	COMP/1-Pr./Jr.	12
	COMP/2-Pr./Jr.	7
	DD-Pr./Jr.	6
C. H. Bray		
Central Park		
Central Public	S/L-Pr.	10
	BE-Pr./Jr.	8
	SLD-Pr./Jr.	4
Dr. J. Seaton		
Dundana	AU-Pr./Jr.	3
Dundas District	SLD-Jr./Int.	6
	COMP-Jr./Int.	13
Fessenden	COMP-Pr./Jr.	10
Flamborough Centre		
Glenwood	(8) CLASSES	50
Grange		
Greensville	SLD-Pr./Jr.	4
Guy Brown	SLD-Pr./Jr.	5
Lynden		
Mary Hopkins		
Millgrove		
Pleasant Valley	HI-Preschool	5
	HI-Pr./Jr.	1
Queen's Rangers		
Rousseau		
Spencer Valley	SLD-Jr./Int.	5
	DD-Jr./Int.	10
Sheffield		
Yorkview		
Ancaster High	DD-Sr.	10
Highland		
Parkside		
Waterdown		



# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## MOUNTAIN EAST

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MU	-	Multiple
PHYSICAL	-	Physical
S/L	-	Speech and Language
AU	-	Autistic
HI	-	Hearing Impaired

# DRAFT

SCHOOL	SPECIAL CLASS	# IN CLASS
Burkholder		
C. B. Stirling	COMP-Int.	12
Eastmount Park	COMM-Jr.	9
Fernwood Park	GIFTED-Jr.	14
Franklin Road	BE-Pr.	7
	S/L-Pr.	9
G. L. Armstrong	HI-Int.	4
Hampton Heights	GIFTED-Int.	Gr.6(10),Gr.7(11),Gr.8(11)
	SLD-Int.	7
Highview	AU-Int.	6
	COMP/1-Int.	12
	COMP/2-Int.	12
	DD-Int.	7
	MU-Int.	5
Huntington Park	BE-Jr.	8
	DD-Pr./Jr.	8
Lawfield	BE-Int.	7
Lincoln Alexander		
Lisgar	DD-Pr.	6
	S/L-Pr.	5
Peace Memorial	SLD-Pr.	8
Richard Beasley	COMM-Jr.	9
Sherwood Heights		
Thornbrae		
Vern Ames		
Barton		
Mountain		
Sherwood	DD/1-Sr.	10
	DD/2-Sr.	10
	PHYSICAL-Sr.	12

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## MOUNTAIN WEST

**DRAFT**

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SCHOOL	SPECIAL CLASS	# IN CLASS
Buchanan Park		
Cardinal Heights	BE-Int.	8
Chedoke	COMP-Int.	7
	SLD-Int.	9
Gordon Price		
Helen Detwiler	MU-Pr.	5
Holbrook	PHYSICAL-Pr.	5
	COMM-Jr.	10
	GIFTED-Jr.	12
James MacDonald		
Linden Park	GLD-Jr.	9
Mountview		
Norwood Park		
Pauline Johnson	S/L-Pr.	10
Queensdale	HI - Pr./Jr.	7
	SLD-Jr.	6
R. A. Riddell	GLD-Int.	14
Ridgemount	COMM-Jr.	8
Ryckman's Corners		
Seneca	SLD-Pr.	8
	DD-Pr.	4
	DD-Jr.	5
Westview	COMP-Int.	11
	GIFTED-Int.	Gr.6(9),Gr.7(17),Gr.8(10)
Westwood	AU-Pr.	6
	AU-Jr.	5
Hill Park	COMP-Sr.	16
	DD-Sr.	10
Sir Allan MacNab	AU/1-Sr.	6
	AU/2-Sr.	6
	COMP-Sr.	5
Westmount	COMP-Sr.	15

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## HAMILTON-WENTWORTH REGIONAL PUBLIC HEALTH DEPARTMENT

**MEDIA RELEASE - SEPTEMBER 23, 1998****1998-99 Immunization Programs to Protect Against Vaccine Preventable Diseases  
Health for All!**

The Hamilton-Wentworth Regional Public Health Department has announced 1998-99 immunization activities. Continued efforts will be made towards the prevention of hepatitis B infection, provision of influenza and pneumococcal immunization for the elderly population, and reduction of childhood vaccine preventable diseases such as measles.

**Hepatitis B Infection**

School-based immunization programs for grade 7 students began September 21, 1998. Public health nurses are offering education sessions to eligible students about prevention of hepatitis B infection. Consent forms will be given to students to be taken home for families to discuss together. Three doses of hepatitis B vaccine are required to complete the immunization. The program will continue throughout the school year.

Publicly-funded hepatitis B vaccine is also available to individuals who have been infected with the hepatitis C virus, and to other people who may be at risk for this infection. The public is advised to discuss this further with their family physician, and if eligible, will receive the vaccine from their doctor.

**Influenza Vaccine**

The Hamilton-Wentworth Regional Public Health Department is working with area doctors, long-term care facilities and hospitals to distribute this year's influenza vaccine. Free influenza vaccine is available for:

- Persons 65 years of age or over
- All residents and resident care staff of nursing homes, homes for the aged and chronic care facilities/wards
- Children and adolescents (age 6 months to 18 years) treated for long periods with acetylsalicylic acid (ASA or "aspirin")

This year, District PolioPlus Partners of Rotary Clubs in Hamilton-Wentworth join the Hamilton-Wentworth Regional Public Health Department to challenge staff of local long-term care facilities to get their influenza shot. It is important to immunize resident care staff of long-term care facilities each year for influenza. This greatly reduces the transmission of the influenza virus within the facility.

The long-term care facility, which produces the highest staff immunization coverage for the 1998-99 season, will receive special recognition from the PolioPlus committee. A donation will be made to the international program to eradicate polio. Also a special plaque will be given to the facility to display to residents and their families which will recognize the extra effort staff made to reduce the risk of influenza this season.

**Pneumococcal Vaccine**

Pneumococcal vaccine protects against 23 organisms that can cause pneumonia. Over the past two years, this vaccine has been made available to residents of long-term care facilities and individuals of all ages with medical conditions that put them more at risk for pneumonia.

This year, free pneumococcal vaccine is being distributed to area doctors so that all persons over 65 years of age can also receive this "one-time" immunization. Beginning next year, only those people turning 65 will need to receive the vaccine.

**Immunization of School Pupils**

Hamilton-Wentworth Regional Public Health Department staff will be ensuring that seven and seventeen year old students are fully immunized against measles, mumps, rubella, polio, diphtheria, and tetanus. Two doses of measles vaccine, given at the appropriate times, are the current requirements to be protected against measles disease. Parents and students are also reminded to obtain the required booster shots usually given at 4-6 years of age and at 14-16 years of age. Students who are not fully immunized or do not have complete records may face suspension from school if all requirements are not met.

Immunization programs remain a cornerstone public health activity. Persons of all ages need to keep immunization shots up-to-date. Adults should continue to receive booster shots for diphtheria and tetanus every 10 years.

Members of the public with questions about immunization should call the Hamilton-Wentworth Regional Public Health Department, Health Connections Line at 546-3550, Monday to Friday 8:30- 4:15.







19

RECU/RECEIVED

- 2 -09- 1998

Ministry  
of Education  
and Training

Ministère  
de l'Éducation  
et de la Formation

London District Office  
217 York St. - Suite 207  
2nd Floor West  
London ON N6A 5P9  
(519) 667-1440  
1-800-265-4221

Bureau du district de London  
217, rue York - bureau 207  
2<sup>e</sup> étage ouest  
London ON N6A 5P9  
(519) 667-1440  
1 800 265-4221

July 30, 1998

Mr. Merv Matier  
Interim Director of Education  
Hamilton-Wentworth District School Board  
100 Main Street  
Hamilton, Ontario  
L8N 3L1

Dear Mr. Matier:

I am enclosing a revised grant allocation of staff for 1998-99 Intensive Support Amount level 4, programs in care, treatment and correctional facilities as requested by the Hamilton-Wentworth District School Board. In accordance with Section 19 of the General Legislative Grants Regulations the grant includes, where appropriate, \$2,500 per teacher and \$1,220 per teacher aide in addition to salary and related employee benefits in respect of the expenditure of the board for administrative services and instructional supplies, and \$3,300 for furniture and equipment in new programs. In giving approvals for ISA Level 4 grants, it should be noted that the amount calculated for all boards will not exceed \$67 million. Some programs may be subject to monitoring during the coming school year.

Please share this information with appropriate board officials with responsibility for business and finance and for education programs in care, treatment and correctional facilities.

If you have any concerns or require further clarification regarding your allocations, please contact Chris Mahler at 1 800-265-4221 or at 667-1440, ext. 224.

Yours sincerely,

*for* David Ditchfield  
Acting District Manager  
Kitchener Waterloo District Office

CAM:sb  
Enclosure

cc: Drew Nameth, COGA  
Chris Mahler  
Carmen Holder



CAB ON HW was

A33E

1998

*THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD*

*SPECIAL MEETING OF THE EDUCATION COMMITTEE*

*OCTOBER 22, 1998*

URBAN  
MUNICIPAL

6:00 p.m.

**A G E N D A**

6:00 p.m.

1. Call to Order
2. Approval of Agenda

B. Wallace

**ACTION ITEM:**

3. Personnel Report

D. Russon

URBAN MUNICIPAL

NOV 3 1998

GOVERNMENT DOCUMENTS





## SECTION V

## ELEMENTARY TEACHERS

## D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

**Cynthia Farrugia**, November 2, 1998

**Michelle Whittaker**, November 2, 1998

## SECTION VI

## SECONDARY TEACHERS

## D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

**Christine Charters** (.5) (3/3 Sem. 1 Only), November 2, 1998

**Beth Murray** (.5) (3/3 Sem. 1 Only), October 23, 1998

**Peter Murray** (.5) (3/3 Sem. 1 Only), October 26, 1998



CAB ON HW W26

A33C

1993

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
EDUCATION COMMITTEE  
NOVEMBER 5, 1998

URBAN  
MUNICIPAL

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of Minutes of October 7 and October 22, 1998
3. Business Arising from the Minutes
4. Approval of Agenda

B. Wallace

DELEGATION

5. Educational Assistant Allocation in special education programs

Dr. Ian Adamson

ACTION ITEMS:

6. Transition Committee Reports
  - (a) Special Education and Related Student Support Services M. Botting
  - (b) Information Technology - Library Information Centre Policy W. Joudrie
7. Interim Admission and Demission Criteria for Special Class Programs - *to be distributed at the meeting* M. Botting
8. Personnel Report D. Russon
9. Staffing Report - Full Time Equivalent Positions D. Russon
10. Transition Committee Report
  - (a) Staff Development - Principal/Vice-Principal Promotion Process K. Bain
11. Early Learning Advisory Committee Report K. Bain
12. Long Range Plan for Information Technology W. Joudrie
13. Report re Contract Workers D. Grant
14. Suspension of Students - Draft Policy K. Waters
15. School Year Calendar for 1999-2000 P. Gillie
16. Instructional Services Positions M. Botting
  - a) Assessment, Evaluation and Reporting
  - b) Section 27

CORRESPONDENCE:

Nil.

DISTRIBUTION:

17. Provincial Report Card Inservice W. Joudrie
18. Making It Work: A Resource Guide to Integrating Information Technology Across The Curriculum W. Joudrie
19. SALEP Grant Application M. Botting
20. Ministry of Education and Training re Special Education Intensive Support Funding

**21. Public Questions for Clarification**

Future Meetings:

Business Committee	November 12, 1998
Regular Board	November 26, 1998
Special Education Advisory Committee	November 25, 1998

6:30 p.m.

8:00 p.m.

7:15 p.m.





# **D R A F T**

## **MINUTES OF THE EDUCATION COMMITTEE** **OCTOBER 7, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop and Janice Dewar.

**Regrets:** E. Johnstone and J. Rogers

**Also present:** Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Elizabeth Bond (Superintendent of Education - Secondary East), Krys Croxall (Superintendent of Education - County East), Pat Gillie (Superintendent of Education - Mountain East), Don Grant (Superintendent of Business and Treasurer) and Wayne Joudrie (Superintendent of Education - City East).

Also in attendance  
D. Russon, Manager, Human Resources

The Chair called the meeting to order at 6:05 p.m., noting a Special Business Committee meeting was scheduled for 8:30 p.m. Regrets were received for this evening's meeting from E. Johnstone and J. Rogers.

**2. Approval of the Minutes – August 27, September 1, September 3, September 24, 1998**

It was moved by J. Bishop: That the minutes of August 27, September 1, September 3, and September 24, 1998 be approved as distributed.  
**CARRIED.**

**3. Business Arising from the Minutes**  
**Nil**

**4. Approval of the Agenda**  
It was moved by J Dewar: That the agenda be approved.  
**CARRIED.**

### **DELEGATIONS**

**5. Foster Parents Association of the Children's Aid Society**

On behalf of Joanne Hodgeson, Charlotte Vlahovich and Dominic Verticchio of the CAS, Rick Crandell presented their report expressing concern about the use of suspensions and therapeutic withdrawals for foster children.

Responding to questions, the panel stated they were not aware of solutions other CAS jurisdictions may have used to address similar problems. Their intent was to work co-operatively with the board on solutions to best serve children and streamline the process. D. Verticchio acknowledged M. Powell's role in helping to streamline their access or redirecting them as needed.

Noting the Children's Aid Society had a representative on SEAC, one trustee inquired about the dissemination of information about the board and processes through this representative to parents and how this process could be assisted.

C. Vlahovich admitted challenges were being experienced in this area and that an improved communication process is needed to ensure both foster parents as well as social work staff receive information. They are also considering delegating one person as a resource within the agency specifically for school situations.

In discussing the concern raised, it was acknowledged that some of these students pose a difficult challenge. R. Crandall, while respecting the challenge these students represent for teachers, urged that new and better solutions be considered rather than the old strategy of removing the students from the school.

In summarizing, the Chair noted the need for a team approach and improved communication to resolve this situation.

**It was moved by J. Bishop: That the presentation from the Foster Parents Association of the Children's Aid Society delegation be referred to the senior officials.**

It was suggested a response may not be available until December or January.

**To the motion, CARRIED.**

#### ACTION ITEMS:

##### 6. Transition Sub-Committee Report: (a) Assessment, Evaluation and Reporting

M. Botting presented a short history of the Transition Committee: Assessment, Evaluation and Reporting. Should this report be received for information, the consolidated recommendations on page 6-16 would be considered for implementation throughout the year. This will be governed by another Assessment Committee. She introduced the Chairs from each work group who briefly summarized their individual reports and provided the following additional clarification in response to questions.

##### System-wide Student Achievement Testing Chair: Connie Kidd and Klara Owen (absent)

Scheduling for future CAT II testing will be addressed under the CAT II report, Item 7 on the agenda.

One trustee drew attention to the footnote on page 20 of the Appendix *Principles for Fair Student Assessment Practices for Education in Canada*. C. Kidd concluded that this statement seems to express some reservations about the value of mandated assessment and testing programs. Relative to #4 and #5 on page 6, it was explained that there are a number of assessment tools; system-wide testing being one. EQAO provides for a variety of assessment methods that, together with on-going assessment in the classroom, provide an overall picture of whether students are achieving curriculum guidelines.

M. Botting advised that EQAO announced that all Grade 6 students are to be tested for Reading, Writing and Mathematics in May, 1999. She reminded members to keep in mind assessment includes all provincially mandated testing, system level testing in addition to assessment which is ongoing in the classroom. One trustee expressed concern about overtesting.

##### Student Records Chair: Karyn Hogan

One trustee queried why the Superintendent of Instructional Services would be deemed responsible for tracking and storage of incidents where restraints were used. She worried about the lack of direct contact with schools and suggested a Superintendent of Education as more appropriate. K. Hogan responded the intent is to centralize this information and was open to suggestions. She noted the query contained in the report about using the Superintendent responsible for Safe Schools.



Electronic Tracking and Report Card Format (elementary) Chair: Wilma Dowling

Wilma Dowling explained the difference between the software programs being used for electronic tracking and report card format (FilemakerPro and ESAP). The issue of technical support may need to be addressed.

Electronic Tracking and Report Card Format (secondary) Chair: Ron Mauro

Noting the option for a minimum of two report cards in secondary, one trustee suggested requirements for the mid-semester report be changed from *should include* to *must include*.

The Chair thanked all the committee members for their work.

**It was moved by J. Bishop: That the report and the following recommendations prepared by the Transition Committee for assessment, Evaluation and Reporting be received as distributed:**

- a) It is important for the system to regularly promote (and review) for all the stakeholders that the assessment and evaluation process is being closely linked to the teaching-learning cycle throughout the system.
- b) There is a need to identify the necessary resources required by the schools so that the system assessment and evaluation process will follow E.Q.A.O. Guidelines.
- c) A policy should provide information about student performance levels relevant to the expectations of current curriculum.
- d) Information obtained must be used to improve practice and student achievement.
- e) A professional development program is needed to address strategies for improving student results, based on identified school needs.
- f) A policy should be developed to implement and regulate formal system assessment, the purpose of the assessment, the evaluation and reporting of results.
- g) All representative groups should be involved in the development of a system-wide assessment policy.
- h) The Hamilton-Wentworth District School Board should adhere to the Principles for Fair Student Assessment Practices for Education in Canada (Appendix A). This is consistent with the policy of EQAO testing agency, the Canadian Schools Boards Association and other educational organizations. Adherence to these principles promotes fair, valid and reliable assessment of our students and use of results.
- i) The Student Identification System or an alternative program should be an important part of the contextual reporting process.
- j) In the collection of assessment information for students, Protection of Privacy legislation, Ministry guidelines and Board policy should take precedence.

k) A new policy, procedures and forms should be updated as soon as possible for implementation sometime within the 1998-99 school year.

**CARRIED.**

**7. CAT II Report and Assessment Schedule**

M. Botting introduced Connie Kidd, Program Research Analyst, and Wilma Dowling, a Secondary Vice-Principal. Both of these people supported CAT II testing in April, 1998.

Initial City and County statistics were resubmitted to obtain system-wide results; summaries of these results are to be placed in the trustees' lounge. Trustees' attention was drawn to page 7-15 containing a schematic of telescoped timelines for assessment and evaluations. It was emphasized that CAT II testing is one snapshot of achievement, to be used in combination with other assessment tools.

One trustee observed that CAT II results are an extremely general report that does not provide information regarding the range of scores, systemic deviation, male/female gender, large versus small schools, etc. As there is a cost associated with CAT II testing, she suggested that information be obtained in a format which would be useful in making further decisions.

C. Kidd advised that individual schools will report CAT II test results along with EQAO results ensuring all assessment material is available at one time for analysis. W. Dowling reiterated comments that these result an overview only. Further analysis of this information in relation to school curriculum and other assessment data is next in the process.

**It was moved by J. Dewar: That the System Summary of The Hamilton-Wentworth District School Board Grade 5 Students and Hamilton Grade 8 Students Canadian Tests Results for 1997-98 be received for information.**

**CARRIED.**

**8. Identification Criteria for IP&RCs**

M. Botting and N. Harper, Special Education Co-ordinator, presented the report. M. Botting advised that an interim IP&RC criteria has been developed in preparation for IPRCs for students requiring special class placement. The criteria has been reviewed by SEAC and their revisions are underlined in the revised report.

Noting the criteria would be refined in the future, general comments were made about the specificity of some of the definitions (i.e., gifted) and how intelligence quotients applied to the terminology.

Other comments included:

- Relative to exceptionality language, it was suggested using the term 'deficit' rather than 'delayed'
- Under Behavioural Exceptionalities, categories such as ADHD, conduct and/or anxiety disorders have not been identified.
- The IPRC meetings' process is being established with the first level identified as 'school' meeting and the second level as 'system'.

N. Harper explained that in developing the interim criteria, the Ministry's current definitions (shown in the left column) were used. She acknowledged the Ministry's definitions are long overdue for revision and updating. In response to queries, she confirmed that further information describing the process leading up to an IPRC would be brought to SEAC and the Board. She offered thanks to the members of SEAC who participated in the revision of the interim draft criteria.



It was moved by J. Bishop: That the interim criteria for identification of an exceptional student by an Identification, Placement and Review Committee be approved.  
**CARRIED.**

**9. Report of the Supervised Alternative Learning for Excused Pupils Committee**

M. Botting introduced M. Powell, Supervisor, Social Work Services, and K. Hibbins, Special Assignment Teacher, Secondary School Reform Teacher Advisor System, to present the SALEP Report. M. Powell thanked the committee members, community representatives, trustees and senior officials involved with SALEP who have worked to provide support to SALEP students.

It was moved by J. Bishop: That the Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) dated September 10, 1998 be adopted as follows:

**a) SALEP Committee Structure and Handbook**

It was moved by J. Bishop: That the SALEP Committee Structure and Handbook (APPENDIX 1 and 2) be approved, as amended, and forwarded to the Ministry of Education and Training.

**b) SALEP Year End Report – City, 1997-98**

It was moved by J. Bishop: That the SALEP Year End Report – City, 1997-98 (APPENDIX 3) be received for information and forwarded to the Ministry of Education and Training.

**c) SALEP Year End Report – County, 1997-98**

It was moved by L. Orban: That the SALEP Year End Report – County, 1997-98 (APPENDIX 4), as amended, be received for information and forwarded to the Ministry of Education and Training.

**d) Transportation for SALEP Program**

It was moved by J. Bishop: That the SALEP Committee relay its concerns regarding transportation for the SALEP Program and request the Board to address this issue as soon as possible.

**e) Alternative Programs for Students**

It was moved by J. Bishop: That staff be directed to investigate the range of alternative programs within the context of all elementary and secondary programs. Staff are then to present to the Board potential program(s) which will address the gaps.

**Rationale:**

For students who are not successful integrating back to school, there is a need:

- a) for system awareness of all programs available, the criteria for applicants and process.
- b) to create links as programs have been set up for specific groups. It is critical to see all existing programs and how they may be used to fill in the gaps.

Speaking on behalf of those involved in these discussions, one trustee expressed confidence in these practices to meet student needs.

A member queried the definition of a quorum for SALEP meetings. When advised that under Regulation 308 of the Education Act, a quorum must include a trustee, senior official and community representative, she wondered why SALEP was considered a trustee ad hoc committee.



Discussion focussed on the following comments:

- That the system has not seen this document as it relates to the roles of principals and social workers.
- That someone other than social workers could assist in filling out the forms; such as a guidance counsellor who had been significantly involved with the students
- That principals who provide support to a student leaving the school setting can be a valuable linkage in this model.

To the motion, **CARRIED.**

#### **10. Rescinding Motions**

It was moved by **J. Bishop**: That the following rescinding motions be approved: .

#### **SECTION II CLERICAL UNIT**

- i) That the Leave of Absence approved for **Ana Misiti** at the August 27, 1998 Meeting, be rescinded.

#### **SECTION III EDUCATIONAL ASSISTANT UNIT**

- i) That the Leave of Absence approved for **Cindy Wolf** at the August 27, 1998 Meeting, be rescinded.

#### **SECTION V ELEMENTARY TEACHERS**

- i) That the resignation for purpose of retirement, effective December 31, 1998 request of **Donna Boswell**, approved at a previous meeting, be rescinded.
- ii) That the resignation for purpose of retirement effective December 31, 1998 request of **Charleen Corsini**, approved at a previous meeting, be rescinded.
- iii) That the Leave of Absence approved for **Shirley Wilson** at the August 27, 1998 Meeting, be rescinded.
- iv) That the Reduced Workload Leave of Absence approved for **Josee Bergeron-Scibetta** at the August 27, 1998 Meeting, be rescinded.
- v) That the Reduced Workload Leave of Absence approved for **Jane Fletcher** at the August 27, 1998 Meeting, be rescinded.
- vi) That the Reduced Workload Leave of Absence approved for **Arde Hollingsworth** at the August 27, 1998 Meeting, be rescinded.

#### **SECTION VI SECONDARY TEACHERS**

- i) That the resignation for purpose of retirement request of **Barry Curtis**, effective December 31, 1998, approved at a previous meeting, be rescinded.

ii) That the resignation for purpose of retirement request of **David Evans**, effective November 30, 1998, approved at a previous meeting, be rescinded.

iii) That the resignation for purpose of retirement, request of **Janet M. Millikin**, effective December 31, 1998, approved at a previous meeting, be rescinded.

iv) That the Reduced Workload Leave of Absence approved for **Kathleen Johnson** at the August 27, 1998 Meeting, be rescinded.

v) That the request of **Pieter Toth** to rescind his Position of Responsibility, Assistant Head of Department (Business), approved at the August 27, 1998 Meeting, be rescinded.

To the motion, **CARRIED**.

#### 11. Personnel Report

It was moved by J. Bishop: That the Personnel Report dated October 7, 1998 be adopted and the recommendations contained therein be approved.

### SECTION I PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF

#### A. APPOINTMENTS AND TRANSFERS

##### 1) Appointments

That **Stacey Hill** be appointed to the position of Human Resources Officer, effective November 1, 1998 with a one year probationary period.

#### B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

#### C. LEAVES OF ABSENCE - Nil

#### D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

#### E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

### SECTION II CLERICAL UNIT

#### A. APPOINTMENTS AND TRANSFERS - Nil

#### B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

#### C. LEAVES OF ABSENCE

##### 1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

**Ana Misiti**, Secondary School Senior Secretary, July 1, 1998 to June 30, 1999

**Sandra Kelly**, Purchasing/Payroll Clerk, November 27, 1998 to December 14, 1998

**Ross Thompson**, Computer Technician, October 5, 1998 to October 1, 1999

#### D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

#### E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

**SECTION III**

**CUSTODIAL AND MAINTENANCE**

- A. APPOINTMENTS AND TRANSFERS - Nil**
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS – Nil**

**C. LEAVES OF ABSENCE**

**1) General Leaves**

1) That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Wilhelmina Maagdenberg**, Cleaner, September 28, 1998 to October 16, 1998

**Joanne Paltridge**, Assistant Caretaker, January 4, 1999 to February 26, 1999

**Veronica VanWanroby**, Cleaner, September 28, 1998 to October 16, 1998

- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION – Nil**

**SECTION IV**

**EDUCATIONAL ASSISTANT UNIT**

- A. APPOINTMENTS AND TRANSFERS - Nil**
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil**

**1) Resignations**

The date shown for the following staff to Leave the Employ of the Board be approved:

**Dianne Kunz**, October 7, 1998

**C. LEAVES OF ABSENCE**

**1) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Cindy Wolf**, July 20, 1998 to January 22, 1999

- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**

**SECTION V**

**ELEMENTARY TEACHERS**

**A. APPOINTMENTS AND TRANSFERS**

**1) Appointments**

i) That the following staff be appointed to the position indicated below, effective as shown, with salary according to the salary schedule:

**Rene Contant**, Alternative Education Program Leader, October 8, 1998

(ii) That the following staff be appointed to the one year term position indicated below, effective as shown, with salary according to the salary schedule:

**Scott Sincerbox**, Acting Special Assignment Teacher, Mathematics, October 23, 1998



**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1) Resignations**

The date shown for the following staff to Leave the Employ of the Board be approved:

**Sharyn Gagne**, August 31, 1998

**2) Retirements**

That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Brenda Dagg**, December 31, 1998

**Lawrence Torry**, December 31, 1998

**C. LEAVES OF ABSENCE****1) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Melissa Fiesser**, August 24, 1998 to December 31, 1998

**Debra Ann Kerr-Pendlebury**, January 9, 1999 to August 31, 1999

**Sandra McMillan**, October 19, 1998 to April 30, 1999

**Kirsty M. Russell**, November 9, 1998 to May 14, 1999

**Anne-Marie Scouler-Sacchetti**, October 8, 1998 to December 31, 1998

**2) Leave Extensions**

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Donald C. Warren**, September 1, 1998 to December 31, 1998

**3) Reduced Workload Leaves**

That the requests of the following teachers for Reduced Workload Leaves of Absence, effective as shown, be granted:

**Jane Fletcher**, Elementary Teacher, 1.0 to .6, September 1, 1998 to August 31, 1999

**Arde Hollingsworth**, Elementary Teacher, 1.0 to .6, September 1, 1998 to August 31, 1999

**David Jeffrey**, 1.0 to .5, October 8, 1998 to August 31, 1999

**Judith Taylor**, 1.0 to .8, October 8, 1998 to August 31, 1999

**4) "Four over Five"**

i) That approval be granted for the request of **Anna Gusenbauer** for a Leave of Absence under the Salary Holdback Plan ("Four over Five") under the Elementary Collective Agreement for the 2001-2002 school year.

ii) That approval be granted for the request of **Jeannie Hughes** for a Leave of Absence under the Salary Holdback Plan ("Four over Five") under the Elementary Collective Agreement for the 2002-2003 school year.

**5) Return from Leaves of Absence**

That the following staff be returned from Leave of Absence, effective as shown:

**Kelly Breen Buckley, September 1, 1998**

**Dawn Martens, November 30, 1998 (.5)**

**D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown with salary according to the salary schedule:

**Suzanne Buwalda, October 8, 1998**

**Pat Casalanguida, October 8, 1998**

**Michael Feeney, October 8, 1998**

**Peter Foutris, October 8, 1998 (.3)**

**Joan Harrower, October 8, 1998**

**Patricia Kaine, October 8, 1998 (.5)**

**Lisa Kelly, October 8, 1998**

**Dianne Kunz, October 8, 1998 (.5)**

**Beth Lulich, October 8, 1998 (.5)**

**Carolyn McMillan, October 8, 1998 (.5)**

**Laurie Miller, October 8, 1998**

**Nina Onufryk, October 8, 1998 (.2)**

**Scott Pettersen, October 8, 1998**

**Vera Prpa, October 8, 1998**

**David Robertson, October 8, 1998 (.5)**

**Kara Lee Ryce, October 8, 1998 (.9)**

**Lori St. Amand, October 8, 1998**

**Tara Shariff, October 8, 1998**

**Kathy Sitak, October 8, 1998**

**Elise Thorne, October 8, 1998 (.5)**

**Angie Todoruck, October 8, 1998 (.5)**

**Jennifer Denise Wolfram, October 8, 1998**

**Santo Barbieri, October 8, 1998 (.4)**

**Tanya Dawdy, September 29, 1998**

**Lisa Doherty, October 8, 1998 (.3)**

**Ginette Kew, October 8, 1998**

**Susan Knight, October 6, 1998**

**Ronald Merriam, October 2, 1998**

**Keri Peters, October 8, 1998**

**Margo Petrie, October 1, 1998**

**Nancy Pierce, October 8, 1998 (.5)**

**Katherine Rogers-Hartley, October 8, 1998**

**John Spencer, September 28, 1998**

**Leanne Steele, September 30, 1998**



**E. OTHER MATTERS REQUIRING BOARD ATTENTION****1) Timetable Changes**

That the timetable change of the following staff, effective October 8, 1998, be approved:

**Teresa Anderson-Wong**, .5 to 1.0

**Anne Barrs**, .4 to 1.0

**Michelle Hesler**, .5 to 1.0

**Nancy Joudrie**, .5 to .7

**Peggy MacLeod**, .8 to 1.0

**Lorraine Oliver**, .5 to 1.0

**Kenneth Stone**, .9 to 1.0

**Melissa Tadeson**, .5 to .8

**Pamela Thorpe**, .5 to 1.0

**2) Exchange**

That **Lorraine Rivers** be granted permission to apply for an Educator Exchange for the period September 1, 1999 to August 31, 2001 inclusive.

**3) Related Experience Allowance**

That in accordance with Article 7.08 of the Wentworth Elementary Collective Agreement, it is recommended that recognition of teaching experience be given to the following teachers to facilitate grid placement:

**Steve Black**, 13.0 years of previous experience at Robert Land Academy, Wellandport

**David Pasian**, 2.8 years of previous teaching experience at Moose Kerr School, Aklavik, N.W.T.

**Susan Pasian**, 2.0 years of previous teaching experience at Moose Kerr School, Aklavik, N.W.T.

**SECTION VI****SECONDARY TEACHERS****A. APPOINTMENTS AND TRANSFERS****1) Appointments**

i) That the following staff be appointed to the one year term positions indicated below, effective as shown, with salary according to the salary scheduled:

**Robert Macoritti**, Special Assignment Teacher, Secondary School Reform/Vocational, October 12, 1998

**Krista E. Brodersen**, Special Assignment Teacher, Secondary Reform, Curriculum Implementation, effective as soon as possible.

ii) That the following teachers be appointed to the positions indicated below, effective September 1, 1998 to February 2, 1999, with salary according to the salary schedule:

**Elizabeth Duern**, Assistant Head of English

iii) That the following teachers be appointed to the positions indicated below, effective September 1, 1998, with salary according to the salary schedule:

**Geoffrey Coomb**, Acting Assistant Head of Department (English)

**Lesley Cramer**, Acting Assistant Head of Department (English)

**Eleanor Gallagher**, Acting Assistant Head of Department (Mathematics)

**Eileen Murgatroyd**, Acting Assistant Head of Department (Mathematics)

**Joan O'Hara**, Acting Assistant Head of Department (Business)

**Jamie Quinn**, Acting Assistant Head of Department (Student Services)

**Linda Smith**, Acting Assistant Head of Department (Student Services)

## **B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

### **1) Retirements**

That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**James Abbey**, February 28, 1999

**Barry Curtis**, June 30, 1999

**David Evans**, December 31, 1998

**Janet M. Millikin**, October 23, 1998

**Richard Snider**, January 31, 1999

## **C. LEAVES OF ABSENCE**

### **1) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Erin Donnelly**, November 5, 1998 to May 12, 1999

**Darlene Etherington Pounder**, October 19, 1998 to April 26, 1999

**Rosemary McEniry**, January 4, 1999 to January 8, 1999

**Lynsey Sober**, November 30, 1998 to June 4, 1999

### **2) Leave Extensions**

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

**Marilyn Brown**, September 1, 1998

**Brenda Csordas**, September 1, 1998 to August 31, 1999

**3) Return from Leaves of Absence**

That the following staff be returned from Leave of Absence, effective as shown:

**Elysia Dywan**, November 2, 1998

**Adele Schiedel**, September 1, 1998

**4) Reduced Workload Leaves**

That the requests of the following teachers for Reduced Workload Leaves of Absence, effective as shown, be granted:

**Rosemary Mechel**. 1.0 to .66 (2/3 Sem. 1 & Sem. 2), October 1, 1998 to August 31, 1999

**D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown with salary according to the salary schedule:

**Barbra Crawford**, (.5) (3/3 Sem. 1 only), October 1, 1998

**Bruno Evangelista**, (.5) (3/3 Sem. 1 only), October 5, 1998

**Larissa French**, (.5) (3/3 Sem. 1 only), September 3, 1998

**Anthony Herrington**, (.5) (3/3 Sem. 1 only), October 5, 1998

**Laura Hutchinson**, (.5) (3/3 Sem. 1 only), September 3, 1998

**Lisa McDowell**, (.5) (3/3 Sem. 1 only), September 3, 1998

**Nick Schlecta**, (.5) (3/3 Sem. 1 only), September 3, 1998

**Mary Seabrook**, (.33) (2/3 Sem. 1 only), September 3, 1998

**Sabhash Khera**, (.5) (3/3 Sem. 1 Only), October 8, 1998

**E. OTHER MATTERS REQUIRING BOARD ATTENTION****1) Timetable Changes**

That the timetable change of the following staff, effective October 12, 1998, be approved:

**Noah Gardiner**, .33 to .5 (3/3 Sem. 1 Only)

**Patrick Lennon**, .33 to .5 (3/3 Sem. 1 Only)

**Patricia Loney**, .66 to .83 (3/3 Sem. 1, 2/3 Sem. 2)

**2) Related Experience Allowance**

(i) That in accordance with Article 10.06 of the Wentworth Secondary Collective Agreement, it is recommended that the following teachers be granted credit for related experience, effective as shown

**Michael Smith**, 1.5 years, which equates to .75 on the salary grid

**Sandra Sneeds**, 4 years which equates to 2 years on the salary grid



- ii) That in accordance with Article 10.03 (a) of the Wentworth Secondary Collective Agreement, **Anthony Herrington** be granted credit for 8 months teaching experience on the salary grid.

To the motion, **CARRIED.**

## 12. Staffing Reports

### **a) Full Time Equivalent Positions**

D. Russon presented the report, requesting the following changes be made:

*Teachers – Elementary change from 2,049.80 to 2050.3*

*Teachers – Secondary change from 1,197.84 to 1204.84*

*Consultants & Special Assignment Teachers change to 34 (approved tonight)*

*Total Full Time Equivalent Positions 4,874.7*

D. Russon briefly explained variations between budget and actual figures. Relative to Educational Assistants, she advised that 371 reflects a combination of budget approved and additional positions on temporary basis for students requiring EAs.

D. Russon advised that the Board is staffing to present Collective Agreements; and cited Secondary statistics as of September 30 at 1204.4. When averaged over both semesters, we are currently under budget by 6.5 teachers.

One trustee noted class size and teacher staffing are becoming an increasingly big issue with school councils. He hoped officials would keep trustees informed on the October 31 statistics as required to reported to the Ministry.

**It was moved by J. Bishop: That the Full-Time Equivalent Positions Report be received for information.**

**CARRIED.**

### **(b) Education Committee Reports – Staffing Report, Report of Casual Usage (CUPE), Report on Supply Teacher Usage and Temporary Assistance Expenditures**

The Chair indicated that he had taken the liberty of speaking with D. Grant and D. Russon regarding these reports.

Relative to the recommendation that the Staffing Report – Full Time Equivalent Positions no longer contain enrolment statistics, D. Grant assured members that enrolment statistics based on the two Ministry reporting dates in October and March would still be provided to trustees in another format.

Officials will be responsible for monitoring the budgets for Casual Assistance, Supply Teacher Usage and Temporary Assistance and bring to the attention of trustees any trend for concern, i.e. near/over budget. D. Russon added that such information would not be in the report's current format.

One trustee questioned the wording of the report recommendation, citing it prohibited other reports from coming on a monthly basis. Alternative wording was suggested.

K. Bain advised that the report containing enrolment statistics as of October 31 would identify number of students by grade, split classes and class sizes. He offered to place this information in trustees'

lockers; however, it was suggested that in addition, a public report be made at the committee level.

One trustee wondered if school average class size information would also be included. She recalled earlier enrolment reports were quite lengthy, identifying French Immersion and Comp Ed classes.

It was agreed that K. Bain would provide this information to trustees in lockers and at the next Education Committee meeting.

**It was moved by J. Bishop: That on a monthly basis the Education Committee receive a Full-Time Equivalent Positions Report.**  
**CARRIED.**

**13. Performance Appraisal System for the former Hamilton Board of Education**

D. Russon reviewed the report and drew attention to the overview on page 12-1 and various employee groups' participation. The lack of a Superintendent of Education responsible for this area is reflected in the amount of activity.

Stating her appreciation for the report, a trustee commented on the importance of the the public becoming more aware of the Board's system approach to review, performance and growth for staff.

**It was moved by J. Bishop: That the Report on the Performance Appraisal System for the former Hamilton Board of Education be received for information.**  
**CARRIED.**

**14. Freedom of Information Activities (FOI) 1997/98**

**It was moved by J. Bishop: That the annual Municipal Freedom of Information and Protection of Privacy Report be received for information.**  
**CARRIED.**

**15. Vice-Principal Allocation Process**

In response to questions at last month's meeting, K. Bain presented a report regarding the Allocation of Elementary Vice Principals.

**It was moved by J. Dewar: That the Elementary Vice-Principal Allocation Report be received for information.**

In response to questions, K. Bain clarified the differences between the present school data collection survey and the previous survey. One trustee argued that information regarding schools with Comp Ed needs, high ESL populations or a lot of contact with community agencies was not captured in a quantifiable format.

K. Bain expressed reservation about reviewing the allocation with any great frequency due to the disruption caused by moving principals. Stating the intent was to bring some stability to schools, he drew attention to the criteria on the bottom of page 14.

The trustee stated her real concern that schools such as Earl Kitchener and Hess Street School no longer have full-time Vice Principals and she was not confident that the data collection sufficiently reflects the high needs of some of these schools.



Another trustee cited her concern that trustees did not have input into determining this process and asked about the administrative presence in unit schools. K. Bain explained that where possible the Principal/Vice-Principal and Assistant to the Unit Principal are scheduled in opposite time frames to provide administrative coverage.

M. Matier reminded members that the Board no longer has teaching Vice-Principals. In the city area there are 22 Vice-Principals and this process attempts to distributed a fixed number of Vice-Principals to meet system needs.

A trustee reiterated earlier comments that this process should have been brought to trustees for input as a policy change and hoped the allocation formula could be refined.

In concluding discussion, the Chair commented that the allocation is based on criteria and reflects the reality of today in terms of funding model. He commended it as a good job in attempting to be fair and equitable.

**To the motion, CARRIED.**

**16. Parent Conference**

J. Allison, Public Relations Officer, presented the report, stating the committee's intent is to hold the 1999 Conference in November, rather than April.

**It was moved by J. Bishop: That the Report on the 1998 Parent Conference be received for Information.**

In moving the recommendation, the trustee commented on the value of the Parent Conference and thanked all the staff who gave so freely of their time to ensure its success.

**To the motion, CARRIED.**

**It was moved by J. Dewar: That a Parent Conference be held in 1999.  
CARRIED.**

The Chair remarked his appreciation to everyone involved in the Parent Conference.

**17. Staffing – Education Centre Parking Lot**

A. Cupido presented the report.

**It was moved by J. Dewar: That two security guard positions be implemented to monitor the parking lot and grounds at the Education Centre.**

Responding to a query from the Chair, A. Cupido advised that City staff are in the process of closing off the walkway area between the board parking lot and the Art Gallery.

**To the motion, CARRIED.**

**CORRESPONDENCE:**

Nil.

**DISTRIBUTION:**

Comments were offered about this material as follows:

**Special Classes Across the System**

-M. Botting confirmed this report would also be presented to SEAC.

- A number of classes in County East and West are at half or lower enrolment; this is expected to increase with the approval of the interim IPRC criteria.

**Immunization Memo - Nil****M.O.E.T. re Section 27 grants - Nil**

It was moved by J. Dewar: That the following distribution items be received for information:

- a) Special Classes Across the System
- b) Immunization Memo from H-W Regional Public Health Department
- c) M.O.E.T. re Section 27 grants

CARRIED.

**PUBLIC QUESTIONS FOR CLARIFICATION - Nil****ADJOURNMENT**

It was moved by J. Dewar: That the meeting adjourn, this being done at 8:45 p.m.



**D R A F T**  
**MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE**  
**OCTOBER 22, 1998**

**Those present:** Bruce Wallace, (Chair), Judith Bishop, Janice Dewar, Eleanor Johnstone, Joseph Rogers and Ray Mulholland.

**Also present:** Heather Bullock, Wes Hicks, Lillian Orban, Laura Peddle and Reg Woodworth.

**In attendance:** Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education - County West), Krys Croxall (Superintendent of Education - County East), Pat Gillie (Superintendent of Education - Mountain East), Wayne Joudrie (Superintendent of Education - City East) and Ken Waters (Superintendent of Education - Secondary West).

Also in attendance:

Deborah Russon, Manager – Human Resources

The Chair called the meeting to order at 6:03 p.m.

**2. Approval of Agenda**

It was moved by E. Johnstone: That the agenda be approved.

**CARRIED.**

**3. Personnel Report**

It was moved by J. Dewar: That the following recommendations from the Personnel Report dated October 22, 1998 be adopted:

**SECTION V ELEMENTARY TEACHERS**

**C. PROBATIONARY AND PERMANENT CONTRACTS**

**1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

Cynthia Farrugia, November 2, 1998

Michelle Whittaker, November 2, 1998

**SECTION VI SECONDARY TEACHERS**

**C. PROBATIONARY AND PERMANENT CONTRACTS**

**1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown, with salary according to the salary schedule:

Christine Charters (.5) (3/3 Sem. 1 Only), November 2, 1998

Beth Murray (.5) (3/3 Sem. 1 Only), October 23, 1998

Peter Murray (.5) (3/3 Sem. 1 Only), October 26, 1998

**CARRIED.**

**Adjournment:**

It was moved by J. Rogers: That the meeting be adjourned, this being done at 6:04 p.m.

**CARRIED.**





# DELEGATION

*EDUCATION COMMITTEE*  
*1998 111 05*



1998 10 30

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24 San Greco Drive  
Hamilton, Ontario  
L9C-2B4  
29 October 1998

The Secretary of the Board  
Hamilton Board of Education  
100 Main Street West  
Hamilton, Ontario  
L8P-1H6

Subject: Presentation to the Education Committee

I wish to make a presentation to the Education Committee on November 5<sup>th</sup>, 1998. There are a number of individuals and organizations that have a great deal of concern regarding Educational Assistant allocation in special education programs within the Board. Such allocations are having a direct impact on the programming of the students. For example, in previous years students were integrated into regular classrooms for some periods during each day. The reduction in EA support now prohibits such integration, much to the detriment of the student.

I wish to give clarification regarding these concerns to the committee. Your consideration in this matter would be greatly appreciated.

Yours truly,



Dr. Ian L. Adamson





**Dr. Ian L. Adamson**  
**Presentation to the Board**  
**5<sup>th</sup>. November, 1998**

There are number of individuals and organizations that have a great deal of concern about the programming for their Special Needs children. The intent of this presentation is to bring to light the causes of the lack of Educational Assistant (EA) support in some Special Education classes within the jurisdiction of the Hamilton-Wentworth District School Board.

As you are aware, on March 25, 1998 the Honourable Dave Johnson, Minister of Education and Training announced the new funding model for Education. Bill 82, which is the current legal framework for the education of exceptional pupils, made it mandatory for all school boards to provide or purchase special education programs and services for these pupils. Under the new funding model, the Special Education Grant is designed to assist school boards in meeting this obligation.

The Special Education Grant is provided in addition to the Foundation Grant and is intended to fund the additional programs, services, and equipment for exceptional students in meeting their needs. This grant consists of two components: 1) SEPPA (Special Education per Pupil Amount) and 2) ISA (Intensive Support Amount). The SEPPA amount is determined on the basis of how many pupils are enrolled by the Board, whereas the ISA recognizes that students with higher needs require additional funding. The ISA is referred to as "**student specific**" because it is based upon an individual students needs. Within the ISA are Levels 1, 2 and 3, depending on the needs of the **specific** student. All of these grants can go to provide EA support for an exceptional student. For example, according to the Ministry, Level 3 ISA equates to 0.8 EA.

In the latter part of the prior school year, schools had to submit for ISA funding. There are examples where schools were told by Board Administration not to submit for such grants, or were told not to apply for level 3 because they would not get it. Instead they were told to apply for level 2. Fortunately such advice was not always heeded, but it does reveal that a major part of the lack of EA support could be that certain schools with the Board did not request funding.

In the current year EA allocations were made to the schools. Currently there are 375 – 380 EAs within the Board. It is the result of the current EA allocations that has been disturbing to certain individuals and organizations. As an example, I will look at one specific situation.

Sir Allan McNab has ten Autistic/PDD students in two classes. Of these ten students, nine were granted Level 3 ISA funding, and one was granted Level 2. According to Ministry guidelines, this would equate to 7.6 EAs for the two classes. The classes have been granted 4 EAs, a shortfall of almost four. According to the Ministry backgrounder document on grants, the Board is allowed to redistribute such funds. The Board Administration has described such grants as "Velcroing", in that amounts can be peeled away or reallocated. But the Ministry backgrounder states that students must not be short-changed by such reallocation. Students are not only being short-changed but harmed. The Board must remember that ISA grants are student specific.

This appears to have been ignored. The significant reduction of EAs allocated to the Autistic/PDD class has had a dramatic impact on the programming of the students.

Integration out into regular classes is no longer possible. Neither are co-operative placements. As a result many of these students are often in the classroom with insufficient assistance, a significant reduction in programming and the reality of not being able to graduate with a Certificate of Education. This is only one situation. There are other schools experiencing the same problem.

In discussion with the Board Administration, they recognize that there is a problem but were not forthcoming with any solutions. One comment made was that there was no mechanism for "in-year" funding, and thus they have to deal with a finite amount of money. But according to a number of MPPs in the Hamilton area this should not deter the Administration from applying for funds. In addition, the Ministry has convened an Expert Panel on the refinement of ISA Criteria. The Board has until November 15/98 to make a submission to this panel. There is \$40 Million additional funding available as a result of this Expert Panel.

One consideration that also impacts the allocation of EAs is the hiring of additional Consultants by the Board Administration. The argument advanced for these additional positions is one of selling a service. It was stated that the schools have needs. The Consultants are thus selling a service to meet these needs, in that they are providing experience and information that makes the teachers' jobs easier. When it comes to special education this is not the case. The people who have all the experience are the teachers in the class, the EAs assigned to the special education students, and the parents. For example, I have yet to meet a Consultant who can provide better input than the teacher or EA in the Autistic/PDD class. The funding for the Consultant positions comes from the Foundation Grant. What the Board Administration has, in essence, done is take away classroom supervision (teachers and EAs) and allocated the monies to these Consultant positions. This is contrary to the intent of the Ministry where the focus is that the pupil can be better served in the classroom, not by further bureaucracy.

Another matter, mentioned in the SEACC on October 28/98, relates to number of schools in the County that have small classes of exceptional students (2-3) where there should be class sizes of about eight. This would tend to indicate the EA placement in the county is excessive and there should be reallocations back to the city. The County schools could argue that students should be able to attend their home school, but this does not happen in the city and thus the County should be no exception.

Therefore it is requested that the Board examine the issue of funding for Special Education and the allocation of EAs to special needs classes within the Board jurisdiction. There are three possible solutions that immediately come to mind:

1. Submission to the Expert Panel on the Refinement of ISA Criteria in order to gain additional funding.
2. Amalgamate the small special needs classes in the County and reallocate EAs back to the city.
3. Remove redundant Consultant positions and use the monies to provide EA positions.

If these solutions are not acceptable to the Board, I then must demand that an addition of 3.6 EAs be assigned immediately to the autistic program at Sir Allan McNab to honour the directives of the Ministry of Education and training. In the case of other classes in the system suffering from EA reallocation, similar action must also be taken.

October 30, 1998

Director/Secretary/Treasurer  
Hamilton Wentworth District School Board of Education  
100 Main Street West  
Hamilton, Ontario  
L8P 1H6

Re: Special Education Programming – Autistic

Considering the mandate of the Sir Allan MacNab Student Council, "...to represent the concerns of the students of Sir Allan MacNab Secondary School to the administration and those bodies concerned", we are writing to request that the Special Education Program (Autism) be given the correct amount of Educational Assistants as prescribed by the approved level 3 funding grant by the Ministry of Education.

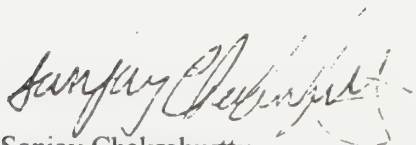
The relationship of the students in question to the rest of the student body at Sir Allan MacNab Secondary can be plainly defined as friendship. When one is brought up accepting differences and celebrating similarities within their school, there is no phrase as 'the other special students'. The program in question is an invaluable essential to the continued growth of our students and is seen as being as necessary and 'regular' as english or mathematics. This action is an obvious lack of respect for our fellow students, and is unacceptable.

In conclusion, we, the students of Sir Allan MacNab Secondary, are outraged that the Senior Management of the Hamilton Wentworth District School Board would sanction such a blatant denial of every student's right to be properly educated. Furthermore, we are shocked that the Senior Management would undermine the Ministry of Education's decision to provide full funding to the Autistic/PPD classes at Sir Allan MacNab. The students of Sir Allan MacNab Secondary School respectfully insist their funding right for 3 more Educational Assistants be reinstated at Sir Allan MacNab before this situation becomes irreparably damaged.

Sincerely,



Jason Reynar  
Co-President



Sanjay Chakraborty  
Co-President





# ACTION ITEMS

*EDUCATION COMMITTEE*  
*1998 11 05*



6a



# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

**Date:** 1998 1105

**To:** Education Committee

**From:** Marguerite Botting, Superintendent of Instructional Services

**Re:** Report of the Special Education Transition Committee

## **Recommendation:**

Moved by ----- that the report from the Transition Committee for Special Education & Related Student Support Services be received.

## **Rationale:**

Countless hours were given by work group and committee members to the enormous task of realigning the delivery model, practices and beliefs of the two former boards. Staff, parents, students, trustees, administrators and community representatives provided valuable perspectives in the development of a support model that will be a foundation for our system in the years ahead. There are many recommendations within this report – already, some have been reviewed by the Board as issues arose earlier. All recommendations will serve as guides or a basis for defining future policies, role descriptions, procedures and practices.

This Transition Committee's report will be an important reference document. It will help us as we implement changes to the special education and support services delivery model. From this, we expect that all of our students will be enabled to participate fully in their program.





**REPORT OF THE**  
**TRANSITION COMMITTEE**  
**FOR**  
**SPECIAL EDUCATION**  
**AND RELATED**  
**STUDENT SUPPORT SERVICES**

1998 10 28

# REPORT of the TRANSITION COMMITTEE for SPECIAL EDUCATION AND RELATED STUDENT SUPPORT SERVICES

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## Special Education &amp; Related Support Services

## TRANSITION COMMITTEE

CHAIR – MARGUERITE BOTTING  
SUPERINTENDENT OF INSTRUCTIONAL SERVICES

<i><b>Area Represented</b></i>	<i><b>Names</b></i>
1. Communication/Speech & Language Services	Anna Difazio Jeni Darling
2. Consultant/Co-ordinator/Project Team Leader	Kathie Hibbins Nancy Harper
3. Educational Assistants	Marion Chisholm Wilma McNeil
4. Parent/School Council/Home & School	Janice Legere Janet Nanckievel
5. Psychological Services	Linda Tsaros Joe Trovato
6. School Administrator	Dave Hutton Barb Ridley Wanda Lane Peter Greenberg
7. SEAC	Bev Pupols Arlene Kappheim
8. Social Work Services	Malcolm Powell Trish Muldowney-Brooks
9. Teacher	Pat Bossert Carol Adler David Hazell Za Mazza
10. Trustee	Judith Bishop
11. Student	Joe Coleman





**Special Education & Related Support Services****TRANSITION COMMITTEE****CHAIR – MARGUERITE BOTTING –  
SUPT. OF INSTRUCTIONAL SERVICES****COMPOSITION****Balance – Elementary/Secondary & City/County**

<b><i>Area Represented</i></b>	<b><i>Number</i></b>
1. Communication/Speech & Language Services	2
2. Consultant/Co-ordinator/Project Team Leader	2
3. Educational Assistants	2
4. Parent/School Council/Home & School	2
5. Psychological Services	2
6. School Administrator	4
7. SEAC	2
8. Social Work Services	2
9. Teacher	4
10. Trustee	1
<b>TOTAL</b>	<b>23</b>

**DATE, TIME, LOCATION OF FIRST MEETING**

April 2, 1998  
4:00 – 6:00 p.m.  
Rooms 2 & 3 – Education Centre

Special Education & Related Support Services

**WORK GROUPS**

**Balance Elementary/Secondary & City/County**

**I. STUDENT SUPPORT SERVICES**

- Communications/Speech & Language Services
- Psychological Services
- Social Work Services

**II. SPECIAL EDUCATION PROGRAMS**

- IPRC process (Identify & Placement Criteria)
- Special Ed. Placements

**III. OTHER RELATED SUPPORT SERVICES**

Compensatory Education  
Nutrition Program  
Educational Assistants  
School Health Support Services  
Job Coach/TWEP

Itinerant Home Instruction  
Home Schooling  
SALEP  
Section 27  
Alternative Education

## Transition Work Group

### Student Support Services

Communications/Speech & Language Services, Psychological Services, Social Work Services

**Chair: Katherine Yantzi**

Name	Position
Adler, Carol	Teacher Modified & Enhanced Program – Highland Sec.
Baker, Joanne	Consult-Spec. Ed.
Brink, Kathy	Principal, Linden Park
Charles, Kelly	Teacher / Consultant – Billy Green
Colgan Eileen	
Cunningham, Leslie	Consultant – Social/Interpersonal Skills
Darling, Jeni	Supervisor – Sp.&Lang – Went.
Dawson, Richard	Principal – Glenwood
Hanarahan, Cheryl	Program (H.D. Secretary)
Husband, Stephanie	Parent Council/Centennial
Lane, Wanda	Principal – Bennetto
MacFarlane, Tanya	Parent
Mazza, Alexandra	Teacher – Tweedsmuir
Mennamen, Anja	Social Worker - Centennial School
McQuinn, Debbie	Speech Path – Crestwood
Muldowney-Brooks, Trish	Social Worker – Queen Mary
Nanckievel, Mrs.	Parent - Yorkview School Council
Pearson, Barbara	Teacher – Helen Detwiler
Powell, Malcolm	Supervisor – Social Work
Rivers, Lorraine	Teacher -Assessment – Glen Echo
Short, Kathy	Psychoeducational Consultant - County
Tew, Peppy	Teacher/G. R. Allan
Tombolini, Margaret	
Tomlinson, Janice	S.O.
Trovato, Joseph	Consultant – Education Centre
Vicencio, Monica	Social Worker – Tweedsmuir
Wall, Joyce	Parent School Council Chr – Viscount
Watt, Janet	Consultant – Special Education
Wilkinson, Judy	Consultant – Psychological Services - City
Willson, Sandra	E.A. – Helen Detwiler
Wynne, Jan	
Yantzi, Katherine	LRT/Memorial

Updated October/98

## Transition Work Group

### Special Education: Related Support Services – Group B

Itinerant Home Instruction, Home Schooling, Alternative Education, Section 27

**Chair: Marg Campbell**

Name	Position
Bates, Michelle	Social Worker - Wentworth
Beuhler, Dave	Teacher - Transitions
Bossert, Pat	Teacher- Section 27
Buntain, Gail Patti	Vice-Principal - Dundana
Campbell, Marg	Co-ordinator, Special Education Sec. 27 – County
Carbone, Maria	Teacher – Cardinal Heights
Coleman, Joe	Student
Hutton, Wendy	Project Team Leader – Section 27 - City
Kaye, Tim	Social Worker – SALEP
Kelland, Rob	Teacher – Mountain View
Kelly, Peg	Teacher – GET Program - Ancaster
Law, Tessa	Teacher – Parkdale
MacFarlane, Ruth	Vice-Principal – Dalewood
O'Shea, Eileen	Social Worker - County
Pentland, Bobbi	Program Leader – Phoenix / OSSTF Rep.
Ridley, Barb	Vice-Principal – Ancaster High
Smith, Linda	Parent – Glen Brae
Tindall, Lauren	Principal – Queen Victoria
Tkachuk, Sue	Teacher – Mountain View
Trimble, Warren	SALEP - City
Wyatt, Diane	Consultant – Section 27 – Ancaster Senior



## Transition Work Group Special Education

IPRC Process (Identify & Placement Criteria) Special Education Placements

**Chair: Carol Campanella**

Name	Position
Anchell, Gillian	Consultant- Secondary School
Anderson, Brian	Consulant - Gifted
Butterworth, Norma	Teacher – Itinerant – Hearing Impaired
Campanella, Carol	Consultant – Special Education
Church, Anne	Parent
Chisholm, Marion	EA – Sp/Lang & Hring Imp.
Davidge, Steve	Teacher - Prince of Wales
Domenichetti-Watts, Madelyne	Parent School Council – Glen Brae / Glen Echo
Evans, Lorne	Consultant-Special Education
Flanagan, Therese	Teacher – Mountain View School
Gregory, Kathy	Parent – Seneca School
Harper, Nancy	Coordinator – Special Education
Hazel, Dave.	Teacher – Pleasant Valley
Herrell, Nancy	Speech Pathologist - County
Hutton, Dave	Principal – Mountain Secondary
Janssen-Sjostrom, Jeannette	Teacher – Delta Secondary
Jenkins, Libby	Parent
Jose, Karen	Parent – Queen Victoria
Joudrie, Nancy	Teacher – Burkholder
Kappheim, Arlene	SEAC
Legere, Janice	Parent
Luxon, Anne	Principal – Lloyd George
Meyer, Sylvia	Consultant – Special Education- County
Morrow, Don	Principal – Huntington Park
Peall-Ward, Judy	Consultant – Special Education
Peebles, Marie	Parent – Queen Victoria
Penrose, Susan	Parent
Peters, Sandra	Teacher / PA – Hillsdale
Petrie, Penelope	Teacher – Highview School
Pupols, Bev	SEAC
Santor, Karen	Teacher Glenwood School
Shepard, Beverly	SEAC - Chair
Short, Sharon	Teacher – Seneca
Spriggs, Ursula	Teacher – Bagshaw School
Tsaros, Linda	Consultant - Psych

## Transition Work Group

### Special Education: Related Support Services – Group A

(Comp. Ed., Nutrition, Ed. Assistants, School Health Support, Job Coach, TWEP)

**Chair: Kevin Heer**

Name	Position
Adams, Catharine	President, CUPE (Local 4153)
Bishop, Judith	Trustee
Borselino, Maxine	Parent – Peace Memorial
Bowler, Sharon	LRT/DD Teacher – Highview
Buttle, Chuck	V.P. – Lake Ave.
DiFazio, Anna	Speech & Language
Djjuric, Bertha	Parent – Robert Land
Forewell, Dina	E.A. – Queensdale
Goodridge, Cynthia	LRT – Holbrook
Gregerson, Heather	Social Worker – Roxborough Park
Hawley, Idella	Parent – Robert Land
Heer, Kevin	LRT – Roxborough Park
Hibbins, Kathie	Proj. Team Leader, Social & Interpersonal Skills
Holden, Susan	TWEP
Jarvis, Wendy	Job Coach – Saltfleet
Kirilo, Debbie	E.A. – Roxborough Park
LaCombe, Dave	Principal – Hillcrest
Lane, Maxine	Social Worker – Robert Land
MacNeil, Wilma	E.A. – Lake Ave.
Pittaway, Jim	Consultant – Special Education
Robertson, Laura	E.A. – TWEP, Parkview
Rundle, Debbie	Teacher – Roxborough Park
Scarrow, Sylvia	Human Resources Officer
Millett, Margy	Principal – Roxborough park

## GUIDING PRINCIPLES

- ♦ RESPECT FOR INPUT FROM A VARIETY OF SOURCES
- ♦ HARMONIZATION OF BELIEFS, POLICIES, PRACTICES
- ♦ CONSIDERATION OF:
  - FAIRNESS AND ACCESSIBILITY
  - EFFECTIVE & EFFICIENT PROGRAM DELIVERY
  - COST EFFECTIVENESS

## QUESTIONS to ask yourself .....

*Is this recommendation educationally sound?*

*Is this recommendation politically acceptable?*

*Is this recommendation financially viable?*

## OPERATIONALIZING THE GUIDING PRINCIPLES

### WORK GROUPS

- REVIEW EXISTING LEIC RECOMMENDATIONS
- DETERMINE IF ADDITIONAL DATA IS REQUIRED
- SUPPORT EXISTING RECOMMENDATIONS OR PROPOSE ALTERNATE RECOMMENDATIONS WITH RATIONALE
- IF NEW ISSUES ARE IDENTIFIED, PROPOSE RECOMMENDATIONS WITH RATIONALE

### TRANSITION COMMITTEE

- REVIEW THE WORK GROUP RECOMMENDATIONS WITH A FOCUS ON ALIGNMENT, CONSOLIDATION, HARMONIZATION AND REFINEMENT
- PREPARE RECOMMENDATIONS FOR SUBMISSION TO THE BOARD IN ACCORDANCE WITH THE POLICY DETERMINATION PROCESS
- DEVELOP POLICY STATEMENTS, WHERE APPROPRIATE, FOR BOARD APPROVAL



**TRANSITION COMMITTEE**  
**SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES**

**Protocol for Questioning Presenters**

1. Our committee will formulate clear questions and recommendations for all work group members who make a presentation. These will be stated clearly upon closure of the presentation.
2. Our committee will use the "Decision-Making Criteria" as we review the points given within a presentation. We shall share these criteria with the work group.
3. The message that our committee gives will be supportive as well as respectful for each and every work group.
4. Our committee expects every work group to use the Organizer given by the "Transition Steering Committee."
5. Our committee invites the whole work group to participate in their presentation.
6. If consensus cannot be achieved, a decision will be made by a majority vote.
7. Work groups should provide a clear rationale with expansion of this for further understanding. If necessary, work groups should be specific and provide a framework if at all possible.
8. Consideration should be that finances are one piece of the context, not the whole context.
9. Any individual committee member's remarks can be regulated by another member or the chair.
10. For each work group presentation, standard questions as well as the guiding three questions will be posed by the chair. Supplementary questions may be posed by the committee members or through the chair.

**TRANSITION COMMITTEE**  
**SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES**

**Questions**

All presenters were given these questions prior to meeting with the Transition Committee. This would guide the presentation and would also ensure that critical information was developed.

1. Is this recommendation educationally sound?
2. Is this recommendation politically acceptable?
3. Is this recommendation financially viable?
4. How does this recommendation benefit students?
5. Is there equity in both program and process?
6. Does the recommendation encourage flexibility and creativity?
7. Does the recommendation provide the most enabling environment as well as process/
8. How is this recommendation "time effective"
9. How is this recommendation "cost effective"
10. Define simply the unresolved issues.

**Transition Committee for Special Education and Related Services**  
**Decision-Making Process**

69-14

Recommendation	Benefits the Student	Program/Process Equity	Encourages Flexibility & Creativity	Most Enabling Environment/Process	Time Effective	Cost effectiveness	Politically Acceptable	Unresolved Issues
	<ul style="list-style-type: none"> <li>• Measurement/Review</li> <li>• Accountability</li> <li>• Self-concept / self-image</li> <li>• Program Review</li> <li>• Challenging</li> <li>• Board or School Research</li> </ul>	<ul style="list-style-type: none"> <li>• Basic opportunities for all regardless of individual needs</li> <li>• Range of Programs (Reynolds)</li> <li>• Based on School Research</li> </ul>	<ul style="list-style-type: none"> <li>• Human/Material Resources</li> <li>• Programs</li> <li>• Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Best for kids</li> <li>• School acceptance regardless of needs</li> <li>• Challenging each student to grow</li> <li>• Based on sound research</li> </ul>	<ul style="list-style-type: none"> <li>• Professional resources</li> <li>• Use of consultant staff</li> <li>• Use of staff with students</li> <li>• Balance among meetings, paperwork and working with kids</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable</li> <li>• Sustainable</li> <li>• Benefits of Programs</li> <li>• Tangible/Intangible</li> <li>• Long term costs</li> <li>• Prevention model as a long term savings</li> <li>• Based on sound research</li> </ul>	<ul style="list-style-type: none"> <li>• MOET expectations</li> <li>• Philosophically sound</li> <li>• Parent involvement/ approval</li> <li>• Transparent and open to all</li> <li>• Feedback from all stakeholders as part of a formal review structure</li> </ul>	
1.								
2.								
3.								
4.					<p style="text-align: center;"><b>As presentations were made, members of the Transition Committee used this grid to evaluate how effectively the recommendations met the guiding principles.</b></p>			
5.								
6.								
7.								

Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES**

**HOME INSTRUCTION**

Majority Approval by Transition Committee: 98.05.14

**Outstanding Issues:**

1. Refer to "caution" statement regarding collective agreements.
2. The parent needs to request medical statements to ensure the board does not incur third party billing.
3. A student's intermittent absences due to serious medical issues should be supported as well, e.g. students with degenerative diseases, experiencing oncology treatment, etc. There should be a liaison with educational programs provided in the medical setting.
4. A more definitive policy with procedures needs to be developed regarding student needs and support services for those needs.
5. It is important to note that the shorter time frame when Home Instruction begins will have higher costs.
6. Home Instruction is intended for students who are too ill to attend school. It is not intended for students who have a mobility problem.
7. Home Instruction will begin immediately upon receipt of medical documentation, which indicates an anticipated absence that meets the appropriate timeline qualification. Otherwise, schools may make program materials available.

Attachment(s) Organizer  
Home Instruction Policy and Regulations



# ORGANIZER

6a-16

WORK GROUP TOPIC: HOME INSTRUCTION

CHAIR: MARG CAMPBELL

## PHILOSOPHY

(Vision - Strategic Direction -Why?)

Allowed under the Education Act...

It is necessary for students to have access to instruction during prolonged medical treatment which prevents attendance in schools.

Students should be taught by their home school teacher, when possible.

The majority of students are most comfortable with their home room teacher. It involves less planning time for the teacher who has already planned for his/her class.

## STRUCTURE

(Operational Components, What?)

### Elementary

Medical documentation that the student will be away for a 4 - week period.

### Secondary Semestered Schools

Medical documentation that the student will be away for a 2-week period.

## HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Supervised by the Area Superintendent and the home school principal.

See attached Regulations or Operational Procedures.

\*\*\*\*\*

### CAUTION

Collective agreements must be respected. Check Hamilton Supply Teacher's contract to see if it specifies that home instruction can only be assigned to Permanent Supply Teachers Contract.



## COST - RESOURCES NEEDED

Amount will vary year to year due to the number of students who require the service.

## IMPLEMENTATION

(When? Timelines?)

This could begin in September 1998.



# HOME INSTRUCTION

## POLICY STATEMENT:

It is the policy of The Hamilton-Wentworth district School Board to provide Home Instruction in accordance with the Education Act and Administrative Regulations or Operational Procedures.

## ADMINISTRATIVE REGULATIONS OR OPERATIONAL PROCEDURES

### 1. Qualifications

Home Instruction may be provided for a student who is absent from school because of illness, and for whom medical evidence is submitted stating that the student is unable to attend elementary school for at least a period of four weeks or is unable to attend secondary school for a period of at least two weeks.

### 2. Procedures

- (a) The principal completes a "Request for Home Instruction" form in duplicate.
- (b) The principal submits both copies to the Superintendent of Schools.
- (c) Upon approval, the Superintendent will return one copy to the principal.
- (d) The principal shall provide the Home Instruction Teacher with a "Home Instruction Report" form to record time spent and submit for payment.
- (e) The regular classroom teacher(s) of the student shall be given first opportunity to provide home instruction to the student.
- (f) If the regular classroom teacher is unable to provide service, the Principal will contact a supply teacher from the compiled list of available teachers for home instruction.
- (g) The student remains on the register of the school wherein he was enrolled prior to home instruction and all materials, equipment, etc. will be provided by the school.
- (i) When home instruction is discontinued, the principal shall notify, by telephone, the appropriate Superintendent of Schools.

**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**HOME SCHOOLING**

Majority Approval by Transition Committee: 98.05.14

**Outstanding Issues:**

1. There is a need to identify which supervisory officer would have responsibility for the evaluation of home schooling programs.

Attachment(s) Organizer  
Home Schooling Action Plan

# ORGANIZER

6a-19

WORK GROUP TOPIC: HOME SCHOOLING

CHAIR: MARG CAMPBELL

## PHILOSOPHY

(Vision - Strategic Direction - Why?)

CHILDREN OF COMPULSORY MUST ATTEND SCHOOL UNLESS EXCUSED FOR "SATISFACTORY INSTRUCTION" (HOME SCHOOLING).

## STRUCTURE

(Operational Components, What?)

The District School Board adopt the Hamilton structure as outlined in the attached submission.

## HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Superintendent to appoint someone to coordinate the process and revise Hamilton forms to reflect the new Board name and dates.

Supervisor of Social Work is informed when a parent refused involvement or there is no evidence of satisfactory instruction and the student does not return to school.

Supervisor of Social Work (as Chief Attendance Counsellor must be notified annually of students excused under home schooling



## COST - RESOURCES NEEDED

A portion of the appointed person's time must be allocated to coordinate meetings and ensure that Home Schooling - Review Committees are established and service is provided to committee members.

## IMPLEMENTATION (When? Timelines?)

September 1998





Task	Who	When	Outcome
<b>Identification/Tracking</b> <ul style="list-style-type: none"> <li>Parent informs school/Board of homeschooling decision.</li> <li>Central register is developed.</li> <li>Tax assessment base is confirmed.</li> <li>Letter is sent inviting parents to attend an information meeting to provide: <ul style="list-style-type: none"> <li>(a) information package (roles/responsibilities/resource list/assessment process)</li> <li>(b) learning outcomes tracking forms (language, math)</li> <li>(c) an opportunity for dialogue with team leaders/assistant superintendent.</li> </ul> </li> <li>Materials are mailed to parents who were unable to attend the information meeting.</li> <li>School register is adjusted as required and student OSR is forwarded to Mountain Office.</li> </ul>	Parent  Principal/Parent Superintendent Superintendent  Superintendent  Principal	As required  As required As required Fall  As required  As required	<ul style="list-style-type: none"> <li>Central homeschool register is developed.</li> <li>Parents are aware of their homeschooling responsibilities.</li> <li>All student OSR folders are centrally filed.</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>Assessment meetings to determine satisfactory assessment are arranged.</li> <li>Home Schooling Review Committees (HSRC) are constituted (Principals [2] Team Leader and Learning Centre teacher) at central locations to (a) conduct the assessment process to determine if satisfactory instruction has taken place and (b) to determine homeschooling status for the next school year.</li> <li>Superintendent is notified of assessment outcome and status for the next school year.</li> </ul>	Superintendent  Superintendent  HSRC Chair	April  May  May/June	<ul style="list-style-type: none"> <li>Home Schooling Review Meetings to determine satisfactory instruction are scheduled.</li> <li>Assessment process is complete.</li> <li>Outcome of assessment has been reported to Superintendent.</li> <li>Homeschooling status for the next school year is determined.</li> </ul>
<b>Tracking</b> <ul style="list-style-type: none"> <li>Letter is sent to parents (a) providing assessment outcome. -or- Letter is sent (cc Ministry of Education and Training / Director) (a) stating non-compliance in assessment process and (b) directing the parent to return the student to the school system.</li> <li>All documentation is filed in student's OSR.</li> </ul>	Superintendent  Superintendent	by July 31  July/August	<ul style="list-style-type: none"> <li>Parents are notified regarding satisfactory instruction. -or- Parents are notified regarding unsatisfactory instruction or refusal to participate in the assessment process and are directed to return the student to the school system.</li> <li>All documentation is centrally filed.</li> </ul>

Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES**

**SUPERVISED ALTERNATIVE LEARNING  
FOR EXCUSED PUPILS  
(S.A.L.E.P.)**

Majority Approval by Transition Committee: 98.05.14

**Outstanding Issues:**

1. Currently the S.A.L.E.P. format is being revised by the trustees and support staff who are members of the S.A.L.E.P. committee. There has been an ongoing dialogue with these revisions and the attached recommendations to ensure co-ordination.

Attachment(s) Organizer

# ORGANIZER

6a-22

WORK GROUP TOPIC: SALEP

CHAIR: MARG CAMPBELL

## PHILOSOPHY

(Vision - Strategic Direction - Why?)

Mandated under the Education Act.

To provide support to students and families when 14 or 15 year old students are excused from attendance at school (full or part-time). SALEP staff and students to develop a philosophical statement to reflect needs and services.

Develop a consistent policy to meet the needs of city and county students.

## STRUCTURE

(Operational Components, What?)

Maintain central SALEP Committee(s) in format(s) and location(s) that meets the needs of the Hamilton Wentworth Board.

## HOW?

(Staffing, Supervision, Delivery of Service, Who?)

- ▶ Maintain SALEP centre(s) to assist students
- ▶ SALEP staff should investigate the services that a job coach could provide and report to the Superintendent.
- ▶ Ensure sufficient academic staff and support staff to provide a range of service to SALEP students.
- ▶ SALEP staff to develop links between alternative education programs, vocational programs and regular high schools.
- ▶ Provide a continuum of services from full to part time SALEP so that some students could remain part time in their home school or in central classes.



## COST - RESOURCES NEEDED

transportation may have to be provided for some students due to geography and lack of bus service.

if a job coach is hired, salary would be an additional cost.

secretarial help should be available as needed.

## IMPLEMENTATION

(When? Timelines?)

September 1998 with additional revisions as needed.

Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES**

**ONE LOCATION**

Majority Approval by Transition Committee: 98.05.14

**Outstanding Issues:**

1. There is a need to refer to the ratified 1993 PSSP contract that contains statements which may limit the "change in work location." Possibly with a new agreement this will not be an issue.

This work Group has not identified the specific location, as plant personnel would need to determine feasibility for a number of sites.

Reviewed at Superintendents' of Education Meeting 98.05.22

**Outstanding Issues:**

1. Support services should be a "school-based" model that is inter-disciplinary, i.e. all support services work together to provide a cohesive support network for student and school. "Time with students / schools" could be used as a measure of support.
2. Agreement that one location for support services would be a STAGE ONE model and may be needed to provide a consistent message to connect the various cluster initiatives and priorities. Once this is realized the support staff should move to STAGE TWO where the support staff are located within a school setting.
3. Need to learn capacity of this building, staffing needs, efficient transportation, administrative building space allocation, school space needs, etc. (Kit Services, Media, Information Technology, Support Staff)

Attachment(s) Organizer  
Central Location Graphic  
Student Focused Services Graphic



# Recommendation: One Central Location for Student Services

Work Group: Special Education  
(Social Work/  
Speech & Language, Psychological Services)

Chair: Katherine Yantzi

## PHILOSOPHY

(Vision, Strategic Direction - Why?)

- Our work group believes that one location for all student services will promote a collaborative, proactive system, that will build on common philosophy of "student focused services".
- Comparison of centralized and decentralized models was done. Key factors which led to our recommendation of one central location were access to information and sharing of resources.
- Student services (Speech & Language, Psychological & Social Work services) will best support students and schools through close collaboration with each other and also with Special Education and Curriculum/ Instructional Services.
- Each student service works with students, families and schools to assess needs and promote learning, social and emotional development.
- One location promotes interdisciplinary service delivery when necessary.
- Student focused services includes direct intervention, consultation with school staff, parents and agencies, and specific strategies to address identified needs and provincial expectations.

## STRUCTURE

(Operational/ Components - What?)

- This model should be student focused
  - driven by student needs and school priorities
  - provide ease of access by schools to meet student needs
- An appropriate physical layout is needed
  - space to accommodate areas for confidential and individual work, meetings/in-service, material preparation and storage, resource library
  - ease of accessibility to files and equipment
  - consistent administrative, clerical and technological support.
- Location must allow ease of travel to schools

## HOW

(Staffing, supervision, Delivery of Service, Who?)

- Interdisciplinary, collaborative team work supports a system focus through
  - case consultation
  - coordination of services
  - ease of service access by schools
  - tracking of students
  - coordination and planning of inservice
  - sharing of professional development

## RESOURCES NEEDED

- The building must accommodate an appropriate physical layout for
  - student services staff
  - clerical staff
  - technological support
  - meetings and inservice
  - files and material storage
  - parking

## IMPLEMENTATION

- Ideal implementation is for the start of the 1998-99 school year.
- Critical steps for implementation
  - each department provides information regarding accommodation needs
  - review of accommodation needs
  - decision of location
  - preparation of site and planning for move
  - move to central location

# Schools



## CENTRAL LOCATION

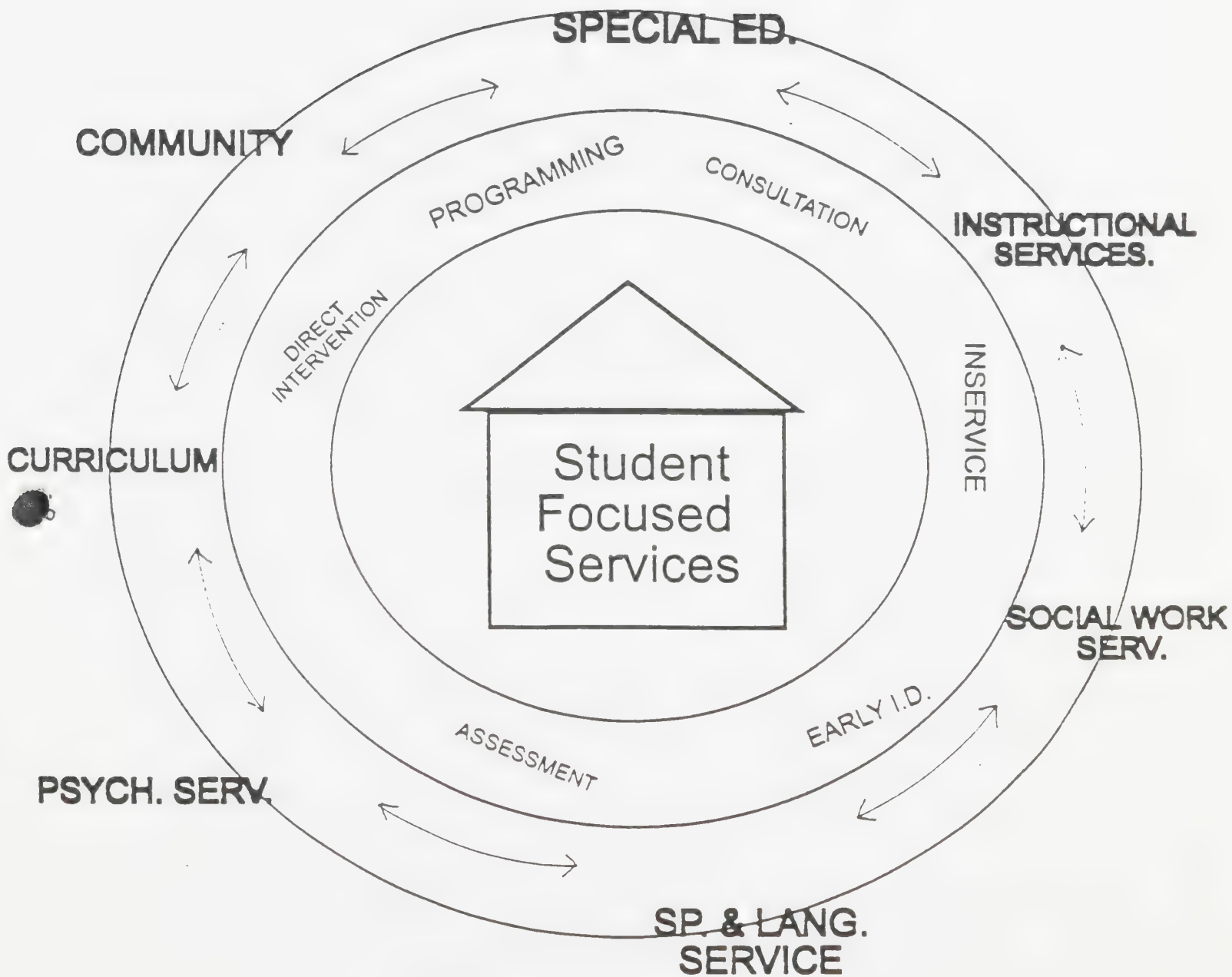
Psych

S & L

S W

Spec. Ed.

Curriculum



Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES**

**SECTION 27**

Majority Approval by Transition Committee: 98.06.04

**Outstanding Issues:**

1. The Committee made a strong statement to have one school administrator oversee teacher evaluation, professional development and supervision of reporting procedures and suspensions.
2. The re-integration of a student to either the home school or alternative school is an opportunity to share resources, develop scheduling, as well as shared problem-solving for other issues pertinent to the success of the student's re-entry.
3. Section 27 programs may "partner" with other neighbouring or relevant schools to access inservice sessions, professional development activities, etc. This will facilitate knowledge of system initiatives and provide a connector to regular programs; but this will be in addition to regularly scheduled inservice meetings for the Section 27 programs as a shared unit.

Attachment(s) Organizer



# ORGANIZER

6a-28

WORK GROUP TOPIC: Section 27 Classes

CHAIR: MARG CAMPBELL

## PHILOSOPHY

(Vision - Strategic Direction - Why?)

There are students who are receiving treatment for serious social/emotional or medical reasons. Other students are being held in custody, or are in hospital for extended stay. In order to meet the extremely high needs of these students, the Ministry provides funding for classes called Section 27 programs. Section 27 programs are, in essence a school, composed of many campuses. It shares a common culture with needs specific to its communities.

Appointed central staff in consultation with Section 27 staff and Funding Partners could develop a philosophic statement prior to December 1998.

## STRUCTURE

(Operational Components, What?)

Section 27 programs and staff be administrated by a duly appointed principal or vice principal.

Where appropriate, connections should be encouraged with neighbouring schools thereby allowing Section 27 staff the opportunity to access additional resources and materials, curriculum ideas, collegiality, etc.

Appointed central office staff ensure that regular consultation times are established with staff and funding partners to ensure excellent academic programs that coordinate with treatment/behavioural goals.

Whenever possible, programs demit students at times that are appropriate for reentry into existing programs.

Inservice that is particular to Section 27 staff be continued.

Written procedures for suspensions be developed within the revised policy being developed by the District Board by September 31/98.

Written procedures for serious incidents be developed within the Policies 9:10 Emergency Procedures, 9:16 Violence Free Schools and the Safe School Manual by September 1, 1998.

District School Board Exceptional students within the Section 27 programs retain their identification unless changed through an I.P.R.C.

## HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Appropriate staff be appointed to co-ordinate and consult to Section 27 classes. The appointed staff would also coordinate the application for Section 27 (ISA Level 4) programs.

Appointed staff to investigate students returning to existing programs to determine if they would qualify for ISA Level 2 or 3 funding.

Appointed staff to coordinate reentry plans to ensure adequate supports are available to student and receiving school.

Appointed staff to be involved with the hiring of Section 27 staff.

Administration ensure that system equity of opportunity is provided to Section 27 classes concerning such items as computer access, computer quality and programs.

## COST - RESOURCES NEEDED

Transportation for students be provided when necessary. This will vary from program to program.

Providing quality computer access and software programs to Section 27 classes.

## IMPLEMENTATION (When? Timelines?)

To begin in September 1998 with annual review thereafter.



**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**JOB COACH**

Majority Approval by Transition Committee: 98.06.11

**Outstanding Issues:**

1. Where feasible, a job coach may continue working with a student who moves. Issues such as transportation for the student will need to be considered.
2. Community ' agencies, partnerships need to be actively pursued.
3. Allocation process of job coaches will be the responsibility of an assigned Central Office person.
4. Definition of Special Needs / At Risk students to be clearly defined to ensure target student population receive required job coach support.
5. "Work/Needs Profile" term may be changed to "Transition Plan.

Attachment(s) Report

## TRANSITION WORK GROUP

### Special Education: Related Support Services

**Work Group Topic: Job Coach**

**Chair: Kevin Heer**

#### Philosophy (Vision - Strategic Direction - Why)

- 1) **Every student has the right to an appropriate education.** Some students require additional and specialized support, beyond that provided by the classroom teacher, in order to have equity of opportunity to properly develop and use their Educational potential. The services of a Job Coach support and enable Special Needs/At Risk Students to adequately make the transition from school to work.
- 2) **Implementation of Ministry of Education and Training Secondary School Reform.** The direction of Secondary School Reform and supported by the Special Education Reform Bill 182-98, is to provide opportunities to assist students with the transition from school to work.
- 3) **Access must be equitable throughout the system.** It is imperative that all Special Needs/At Risk students if identified to, have access to the services of a Job Coach to provide support in the transition from school to work.
- 4) **Job Coach Services are transportable.** When a student moves, this support is still required. Every effort should be made to have Job Coach services available at the incoming school.
- 5) **The Job Coach provides services not otherwise available in education and the community.** It is important to recognize the high need of one to one assistance required by some of our Special Needs/At Risk students in order to adequately prepare them for the workplace.

#### Structure (Operational Components, What?)

- 1) Job Coaches complement the work of teachers in specific programs for secondary age appropriate students. They support Special Needs/At Risk students in the transition from school to work.
- 2) *It is recommended that access to Job Coach Services be identified through an IPP (IEP).*
- 3) *It is recommended that a standard system wide Work/Needs Profile be developed.*
- 4) *It is recommended that the Work/Needs Profile be completed and placed in the OSR.*
- 5) Eligible students for Job Coach Services must be age appropriate for Secondary School. This supports the MOET direction of providing opportunities to assist students with the transition from school to work.

#### How (Staffing, Supervision, Delivery of Service, Who?)

- 1) *It is recommended that the responsibility for overseeing and supporting Job Coaches should be a portfolio assigned to a Central Staff Person.* This would ensure continuity of program throughout the system, allow for centrally co-ordinated Professional Development and ensure equitable allocation of Job Coaches.
- 2) *It is recommended that the Allocation of Job Coaches be on a needs basis.* We as a committee recognize as Schools with Secondary Age appropriate students move towards providing more opportunities to assist students with the transition from school to work the IPP's (IEP's) for Special Needs/At Risk students will reflect and increase need for Job Coaches.

- 3) *It is recommended that consideration be given to a Middle School Transition to Work Pilot Project for Secondary Age appropriate students. This project will allow the continuity of program from a feeder school to secondary school providing necessary transition to work skills for Special Needs students.*
- 4) *It is recommended that whenever possible that Job Coaches remain in a geographic area to provide program continuity. It takes many years to build a job placement bank that provides the work experience for the students who require the services of a Job Coach. Job Coaches act as the liaison between school, student, parents, workplace and the community and these ties need time to be nurtured.*
- 5) *It is recommended that the Implementation Time Line be adopted. This allows for the continuation of existing programs for next year while recommended changes be put in place.*
- 6) *It is recommended that a program review be conducted annually.*
- 7) *It is recommended that the attached Role Description for Job Coach be approved by the Board.*
- 8) *It is recommended that specific Job Descriptions be developed on site.*

#### **Cost (Resources Needed)**

- 1) The amount will vary year to year depending upon the number of students who require the program as outlined in their IPP's (IEP's).
- 2) The salary of Job Coaches. This will be determined by their collective agreement.
- 3) A portion of salary of the Central Staff Person who has the Job Coach portfolio.
- 4) Telephone for Job Coach at their site.

#### **Implementation (When? Timelines)**

- 1) For 1998/99 School Year Status Quo (present practices remain).
- 2) By September 1998 Central Office Staff person with responsibility for Job Coaches in place.
- 3) By December 1998 the Standard Work/Needs Profile is in place.
- 4) By March 1999 Annual Program Review to take place.
- 5) By September 1999 Full Implementation of Job Coach Program in place.



**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**ALTERNATIVE EDUCATION**

Majority Approval by Transition Committee: 98.06.11

**No Outstanding Issues**

Attachment(s) Organizer



6a - 33

## PHILOSOPHY

(Vision - Strategic Direction - Why?)

Alternative education is a program designed to address the needs of students who can not meet the expectations of regular class even when utilizing extensive intervention strategies offered at school level. These students typically exhibit some or all of the following characteristics:

- poor or non attendance
- inappropriate social behaviour
- emotional difficulty
- behavioural concerns

• poor academic achievement that does not reflect their potential

In order to provide a system-wide philosophical statement to address the needs of these students a System alternative education team should be formed. This team could draft the philosophy with emphasis on the following beliefs to support student success.

To provide a successful program for students in alternative education students need:

- support and involvement of Social Work department
- individual programs for both academic and behaviour/social skills
- support of Central and School Administration
- program goals clearly outlined and shared with students and parents, prior to entry into the program
- a team approach (utilizing appropriate support staff) to develop academic and behavioural/social and emotional goals
- flexible time lines for entering and exiting programs
- parental support and partnership between family and school

## STRUCTURE

(Operational Components, What?)

Continue all current Central and School-Based programs for 1998/99.

In the fall of 1998, the System alternative team should conduct a needs assessment to determine student needs within the System. Recommendations should be brought forward to Administration by Dec. 31, 1998, for consideration of implementation in the following year.

Alternative program staff continue to develop and foster close interaction with regular schools, vocational schools and other alternative programs in addition to existing community supports.

All programs that are not offered in a school (off campus) should be associated with an appropriate school.

## HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Superintendent to initiate an Alternative Education Team.

Central and School Administration to investigate existing resources to more effectively provide for high needs students.

Central office staff be appointed to assist with programming and staff support and to encourage system equity for students.

Programs offered in schools should be able to provide appropriate integration/reintegration for students as needed.

Alternative Education Team to develop an identification process to identify "at risk" students in elementary schools entering Secondary school.

Elementary and Secondary schools to coordinate sharing of information pertaining to "at risk" students. Secondary schools will formulate a followup plan for these students.

## COST - RESOURCES NEEDED

- Ensure Social Work Support and time is allocated to programs.
- To provide continuous support for social, emotional and behavioural needs of the students, Youth and Child Care Workers and/or Educational Assistants could be placed in programs. This support staff would work under the direction of the teacher and the social worker to ensure a co-ordinated plan is carried out to meet educational, behavioural, and social/emotional goals, in addition to the academic goals of the teacher or other support staff.
- Transportation will have to be provided to some central programs.
- Central programs will need to be staffed and budget provided.
- New Alternative programs may have to be developed to provide System equity for students based on recommendations from the needs assessment.

## IMPLEMENTATION

September 1998 with additional revisions as needed.

**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**EDUCATIONAL ASSISTANTS**

Majority Approval by Transition Committee: 98.06.11

**Outstanding Issues**

1. There is a need to understand that ISA brings funding for Educational Assistants but it is important to support administrative flexibility for deployment.
2. The draft role description for an Educational Assistant needs to be reviewed by all staffing groups before it is presented to the Board for its approval.

Attachment(s) Report  
Draft Role Description

**WORK GROUP TOPIC: EDUCATIONAL ASSISTANTS***Chair: Jim Pittaway***PHILOSOPHY (Vision - Strategic Direction - Why?)**

1. **Every student has the right to an appropriate education.** Some students require additional and specialized support, beyond that provided by the classroom teacher, in order to have equity of opportunity to properly develop and use their educational potential. An Educational Assistant, trained to assist in meeting the needs of such students, can be a key part of that support.
2. **"Children belong in their home communities"** is a philosophy that was basic to Bill 82, which brought all students into our schools, some with severe disabilities. In many of these cases, the students require one or more procedures (such as toileting or signing) in order to stay in school and/or to learn. Trained Educational Assistants have the skills to carry out these responsibilities properly, whereas, most teachers do not have these specialized skills and are not willing to carry out a job such as toileting.
3. **A differentiated staffing model should allow for the best use of each employees' knowledge and skills.** With Educational Assistants to look after lesson follow-up, make important observations, assist with transportation of students in wheelchairs, provide shallow suctioning for a student, etc., teachers can do what they do best: teach.
4. **Boards of Education must be fiscally responsible.** They would be wasting money if they paid teachers and/or nurses to do what Educational Assistants can competently do at a fraction of the cost. In addition, Boards would be losing grant money if they did not access the Ministry's ISA special education and related funding which is clearly tied to the use of Educational Assistants.
5. **Boards and administrative staff must employ appropriately trained staff.** Students deserve to be taught and supported by competent staff; parents, guardians and other taxpayers expect it. In the case of a law suit, the Board is likely to be protected only if the staff member is properly trained and working competently within an approved role. Appropriate hiring practices, preservice and inservice provisions and requirements, approved role descriptions, and adequate supervision are necessary.

**STRUCTURE (Operational Components, What?)**

1. Educational Assistants complement the work of teachers in a variety of program settings in elementary and secondary schools, to support student access to educational programs and the successful learning of all students.
2. *To provide operational structure, guidance and protection for the Board and the Educational Assistants, as well as for related staff such as principals and teachers, it is recommended that the attached Educational Assistant Role Description be proposed by the Board of Trustees as soon as possible.*
3. To assure the provision of competent staff, the hiring and training practices below should be established as policy and implemented as soon as possible.
4. To assure that students with particular needs are served by Assistants with the appropriate skills, the hiring and deployment practices below should be further developed and adopted as policy as soon as possible.



5. To assure that Educational Assistants develop the necessary knowledge and skills and expand and update their skills, the hiring, training, supervision and recognition recommendations below should be adopted as policy as soon as possible.

## HOW? (Staffing, Supervision, Delivery of Service, Who?)

**1. Staffing: Hiring Practices:** Given the increasingly wide and complex range of needs of our students, it is critical to hire Educational Assistants who have as much training and experience as possible. *It is recommended that Board policy include the following:*

*a. all Educational Assistants hired on or after September 1, 1998 must have relevant, post-secondary, preservice education from an accredited college or university, and those hired previous to September 1, 1998 who do not hold at least basic, relevant post-secondary certification will be encouraged to do so, along with recognition of what they have learned through experience;*

*b. preference in hiring will be given to Educational Assistants who have basic, post-secondary training and experience appropriate to the role;*

*c. further preference will be given to Educational Assistants who have advanced or specialized post-secondary training in one or more areas appropriate to the role.*

**2. Deployment of E.A.s:** Insufficient information is currently available for this committee to make specific recommendations. In general:

*a. the prior allocation processes of both the city and county had strengths and weaknesses; therefore, neither is recommended for direct adoption;*

*b. it is recommended that, to the extent that funding will allow, the June, 1998 procedures in the county and city continue within those areas for this term only,*

*that a review committee be struck and the process delineated prior to August 15, 1998, by the Superintendent of Instructional Services, to consider requests for a change in a school's E.A. allocation,*

*and that the allocation process be referred to administration to develop a fair and equitable process prior to spring, 1999, which takes into account:*

*i. student needs,*

*ii. matching E.A. knowledge and skills with student needs,*

*iii. pertinent contract details, and*

*iv. M.O.E.T. funding (e.g. ISA 2 and 3 funded students should have priority in assuring that their needs are being met and that the funds are being expended appropriately).*

## **3. Delivery of Service:**

**a. General Guideline:** Approval of the recommended Role Description will provide the general guideline for delivery of service to students in our elementary and secondary schools.

**b. Specific Guidelines:** Job Descriptions flow from the role description to provide specifics. *It is recommended that the Board adopt the Job Descriptions being used in the city public schools as of June, 1998, as those of the new Board.* It is noted that contract negotiations might affect this process and product.

Further, it is recommended that staff allocations for specific jobs reflect the knowledge and skills as well as the experience of the staff member. For example, it is likely that a blind child requires an E.A. who has previously acquired braille skills.

c. **Review:** It is recommended that the Role and/or Job Descriptions be reviewed at such future time as the Board, administrative staff, principals, E.A.s or union representing the E.A.s so request of the appropriate Superintendent. It is further recommended that Educational Assistants, teachers, principals and others as appropriate be included in the review.

**4. Supervision and Evaluation:** As per the Education Act and as noted in the Role Description, the school Principal formally supervises the E.A. It is recommended that "The Performance Appraisal System" in use for E.A.s in the city public schools as of June, 1998 be adopted by the new board, effective September 1, 1998.

## COST - RESOURCES NEEDED

Due to incomplete contract negotiations and the newness of the funding model, the committee did not have sufficient information available to attach specific costs to each recommendation. Some, such as the Role Description, may have no direct cost; whereas, others such as #2 below will definitely have costs which will be dictated by factors such as the contract and funding.

1. It is anticipated that the monies expended for Educational Assistant support will directly reflect:
  - a. the needs of the students (some of which will be reflected in ISA funding documentation),
  - b. the needs of the teachers, and
  - c. the monies received from all of the various grant sources (e.g. foundation and SEPPA, ISA 2 and ISA3 special education and others such as the early learning grant).
2. In order to assure the availability of Educational Assistants who can meet the needs of all students, it is recommended that the Board and the E.A.s' union consider, during contract negotiations, that:
  - a. the contract should provide a structure of incentives for Educational Assistants to acquire pertinent basic and advanced or specialized training (e.g. augmentative communication) as well as experience. It is noted that some other staff, such as teachers, have had this available via their salary grid and responsibility allowance systems for a considerable period of time.
  - b. the contract should guarantee that regular inservice opportunities for E.A.s and for teachers and principals working with E.A.s are provided by the Board, during the school year, to assure that they develop and extend a wide range and depth of knowledge and skills and keep up-to-date.
3. Further, it is recommended that, when the international Council for Exceptional Children releases its recommended Knowledge and Skills for Paraprofessionals, the Superintendent of Instructional Services strike an appropriate committee to determine to what extent the Board's Educational Assistants need and have such knowledge and skills, and ways in which they can be acquired.

## IMPLEMENTATION (When? Timelines?)

Please see the specifics included in the recommendations above.



## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EDUCATIONAL ASSISTANT ROLE DESCRIPTION

### ROLE/PURPOSE

Under the general direction of the principal or Superintendent's designate and the specific direction of the teachers, Educational Assistants use their specialized knowledge and skills to help students access educational programs, to support successful learning, and to promote a level of independence appropriate for all students.

While the teacher is responsible for program design, instruction, student evaluation, and communication with parents, the Educational Assistant participates as an active team member who implements teacher-developed goals and instructions, assists in teacher-directed activities, observes student behaviours, disciplines, prepares materials, provides care related to student well-being, and participates, as requested, in student-related meetings.

Educational Assistants must be properly trained by qualified personnel to carry out their responsibilities. In order to keep their knowledge and skills current, it is important that Educational Assistants continue professional development and life-long learning.

### MAJOR RESPONSIBILITIES AND DUTIES

#### 1. Observation, Planning and Reporting:

- a. Maintain up-to-date, daily plans in an E.A. Planning Log and record objective observations.
- b. Review and plan with the teacher daily responsibilities and report observations about students.
- c. Attend student-related meetings when requested, in conjunction with the teacher, principal and/or superintendent.
- d. Maintain strict confidentiality.

#### 2. Socialization, Integration and Behaviour Management:

- a. Assist with socialization of students to promote understanding and acceptance by peers.
- b. Provide supportive intervention for students with special social, emotional or behavioural needs.
- c. Assist in program activities within and beyond the classroom environment.
- d. Assist in the supervision of designated students.
- e. Assist in behaviour management, especially when a student is a danger to self or others.

#### 3. Well-being and Mobility (as required and where the Educational Assistant has been properly trained):

- a. Assist the students in maintaining personal, safe practices and healthy life skills, including toileting and grooming.
- b. Supervise designated students at lunch and assist with specialized feeding, such as hand-over-hand or tube feeding.
- c. Assist students who need help with transportation: in and out of vehicles and safe transfer to and from the classroom.
- d. Follow the recommendations of an Occupational Therapist or Physiotherapist for conducting in-school, therapy programs.

#### 4. Learning Material Preparation and Learning Activities:

- a. Gather, organize, prepare and/or set up needed supplies, materials and equipment for learning activities.
- b. Assist individual or small groups of students with learning activities.

#### 5. Communication:

- a. Implement programs established for students by the Speech Language Pathologist and teacher in areas such as language, articulation and reading.
- b. Assist students to communicate and to learn using augmentative communication, such as sign language.

#### 6. Other Duties:

Upon the request of the designated teacher(s), principal or Superintendent, assist in other nonteaching duties for which the Educational Assistant has been properly trained by qualified personnel.



Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES**

**SOCIAL SERVICES**

Majority Approval by Transition Committee: 98.06.18

**Outstanding Issues**

1. Strategies for sustaining the level of services available to students in high need schools should be explored.
2. It is important to recognize the statistic regarding the recommended ratio for a social worker and his or her caseload of students. Ratio should be within a range of 1: 1200 to 1:2000. At present it is substantially higher.
3. Discussion regarding "change" in work conditions and job descriptions should be addressed with the bargaining unit and Board personnel.
4. Support services believe that all professionals should be working with students in a collaborative model. On-going communication and planning will benefit all students.

It is important that the Hamilton-Wentworth District School Board recognize its role as a "Magnet" community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential.

Attachment(s) Organizer  
Risk Factors

# 6a-40 ORGANIZER

*Student Support Services:*

*Chair: Katherine Yantzi*

*Social Work Services:*

*Members: Elaine Colgan, Leslie Cunningham, Cheryl Hanrahan, Stephanie Husband, Wanda Lane, Tanya MacFarlane, Anja Mennaman, Malcolm Powell, Monica Vicencio, Jan Wynne,*

## PHILOSOPHY

### Vision: - Strategic Direction - Why?

A large number of non-academic factors can enhance or detract from a student's learning ability. These factors include social, emotional, behavioral and situational events which not only affect the educational outcome of these students' learning but may also disrupt the learning of others in the school system.

Social workers are professionally trained to offer a broad range of services to students experiencing these difficulties including consultation, individual group and family counselling, assessment, advocacy, agency liaison and referral, staff development, policy development, prevention programming and community development. Compulsory school attendance and SALEP are functions outlined in the Education Act that social workers have performed and for which they are trained.

The students who are most disruptive/at-risk are least likely to access community resources or when they do they continue to require extensive support in the school. The services to these children are best provided within the school setting. Services provided by school social workers increase the likelihood that these students will meet educational outcomes. (See Appendix A)

School social work services are/will be provided in partnership with students, parents, principals, teaching staff and other support services (such as speech, psychology, consultants) in order to provide the most effective and efficient support to students in the school setting.

Social workers/attendance counsellors are recognized as a cost of providing an educational program for students within the foundation grant and may be considered a part of specialized grants for even higher needs students.

## STRUCTURE

### Operational Components, What?

Based upon student need, time availability, priorities and community resources the following can be provided:

- assessment/consultation
- individual counselling for social, emotional, behavioral or attendance issues
- group counselling (e.g. separation and divorce, anger management, parenting)
- family consultation and referral to community agencies
- short term family counselling
- advocacy
- agency liaison
- policy development
- community development
- prevention programs (e.g. social skills, violence prevention, mentoring)
- case management of SALEP
- crisis support
- support to alter ed

### Current Social Work/Student Ratio:

City 1 Social Worker to 2818 students  
County 1 Social Worker to 2442 students

### New Amalgamated Board Ratio:

1 Social Worker to 2690 students

### OASW School Social Work Committee

Recommended Social Worker/Student

Ratio: 1 Social Worker to 1200 students

## HOW?

### Staffing, Supervision, Delivery of Services, Who?

There will be one social work delivery model where qualified social workers are allocated on a system basis (i.e. Group of schools or differentiated assignment). All students will have access to social work services.

Social workers will develop the specific assignments subject to approval by the supervisor and the superintendent, based on student need. In order to provide equitable service consideration will be given to both student factors and case management issues when developing assignments. Student factors would include: school profile, student needs, socio economic levels, agency involvement, agency availability, crime rates, suspension rate, single parent families, poverty, child welfare issues, exceptional students, special classes, et cetera. Case management issues would include geographic area, number of schools, school population, special program assignments and community and school resources.

Assignments will be developed by June 15, 1998. Schools will be notified by September 7, 1998. In services will be provided to principals and school staff by the supervisor and social workers by the end of September 1998.

Consultation will be provided without a formal referral; however direct ongoing contact with a student will require a formal referral and appropriate permission. (Note: the Canadian (CASW) and Ontario (OASW) (CSW) standards will guide practice). Exceptions would include attendance and crisis situations.

### Staffing: (Based on current number of staff)

Social Workers	21
Social Work Supervisor	1
Child and Youth Worker	1

(Note: outstanding issue of Child and Youth Worker contract and 2 Child and Youth Workers in County Voc Ed programs)

Consulting P/T Psychiatrist

Services: In the past city and county social workers have provided services to 10-15% of the student population of the two boards.

## COST - RESOURCES NEEDED

- Social Workers' salaries, benefits and mileage
- Consulting Psychiatrist fees
- Child and Youth Worker(s) costs
- Adequate administrative/clerical support staff costs
- Central office accommodation and technological support (input to be provided by social workers regarding specific needs)
- Department budget

## IMPLEMENTATION

### When? Timelines?

- assignments to be determined by June 15, 1998
- model implementation to occur in September 1998
- model to be evaluated by social workers and principals (input from parents, staff etc) by May 15, 1999
- appropriate adjustments to be made for Sept. 1, 1999



## APPENDIX A

### A SUMMARY OF RESEARCH RE: RISK FACTORS

*\*Increasing and escalating needs of today's students and their families require more knowledge and skill than any one profession can provide. It is internationally recognized amongst those concerned with education success that social work has a vital role to perform within schools, if we are to achieve equality of educational opportunity for all. The profession of social work is one profession which has come to play an indispensable role in the early identification of at-risk students and subsequent delivery of services to these students and families.*

*\*Today's students are faced with increasing social, emotional, economic and family problems such as child abuse, violence in the home, poverty, alcoholism and drug abuse, single-parent families, and youth crime to mention just a few - problems which have a profound impact on students and their families: problems which prevent students from learning and experiencing success in school; problems which sometimes force students to drop out of school prematurely, leaving them completely unprepared to meet the increasing challenges of today's work world.*

*\*Research shows that if a child is exposed to two risk factors he or she is not twice as likely to develop an unwelcome outcome, but four times as likely. By the time the child is exposed to four or more risk factors, he or she is 10 times as likely to develop the unwelcome outcome (i.e. juvenile delinquency, early school dropout).*

*\*Perhaps no single factor is more correlated with unwelcome outcomes than chronic poverty. Poor children are significantly more at risk for: chronic health problems, infant mortality, being abused, being more aggressive, emotional and psychological problems, behavioral problems, poor school performance etc..*

*\*In terms of risk relative to average family income, the city of Hamilton is noticeably below the Canadian average and significantly below the provincial average and is therefore the area of highest risk for unwelcome outcomes.*

*\*In 1995, approximately 5% (more than 20,000 people) of the Hamilton-Wentworth population relied on General Welfare and another 9.9% relied on Family Benefits for a total of 14.9% of the population on some form of Social Assistance. The total Social Assistance rate for Ontario in 1995 was approximately 11.9%, again indicating that Hamilton is at higher than average risk for unwelcome outcomes associated with low income.*

*\*35% of all single parent families in Canada live in Ontario and this percentage has increased by 17.9% between 1986 and 1991. Poverty levels are rising amongst young and single-parent families, the greatest concentration of which locally are in the City of Hamilton area. Children living in single-parent families are at higher risk for unwelcome outcomes than children from two-parent families. In total, some 41% of children from female-headed single-parent families had one or several emotional, behavioral or school problems - compared to approximately 24% from two-parent families.*

*\*There is a progression of risk for poverty through the various family composition: 13% of children that belong to couple families are poor; 38% of children that live with a single father are poor; 81% of children that live with a single mother are poor and 89% of children that belong to families where the mother has never married are poor.*

*\*Families of children with more severe problems, economically disadvantaged families, and families from different cultural backgrounds are two or three times more likely to use services available in neighbourhood schools. Parents strongly prefer that services be available at neighbourhood schools.*



*\*Most high risk children do not have access to professional assistance. When services are available, logistical difficulties such as transportation, child care, and the unfamiliarity of professional settings prevent most families from using service. School based programs delivered by social workers yield better outcomes than clinic based alternatives. Schools provide a universal point of service delivery which ensures equitable access.*

*\*One of the most important risk factors for unwelcome outcomes in children is the presence of domestic violence in the home. There has been an 82% increase in domestic violence occurrences in Hamilton-Wentworth between 1986 and 1996.*

*\*Another significant risk factor in family life is the prevalence of child abuse (physical, emotional, sexual abuse and neglect). Abuse is highly correlated with several predisposing factors: poverty, unemployment, single-parent families on social assistance and parents with less than a Grade 9 education.*

*\*The Addiction Research Foundation indicates that Hamilton-Wentworth has significantly higher rates of substance abuse than the rest of the province. This is supported by the Ministry of Health who calculated the provincial rate of dependence abuse of alcohol and other substances to be 12.1%, while Hamilton-Wentworth's rate is 14.9%.*

*\*The proportion of violent crime has not decreased at the same rate as crime overall. Particularly amongst youth, violent crime has increased. The profile of young offenders is rich in risk factors. These include early histories of problematic behavior; antisocial attitudes; exposure to violent models such as domestic violence; involvement in early use of alcohol, drugs and illegal substances; child abuse; and poverty. The deeper the level of poverty, the higher the incidence of violence among children. 14% of the poorest boys were violent, compared to 5% of boys who live in the wealthiest areas. Each year, almost 1 in every 10 young persons come into contact with the police. While youth account for approximately 15% of the adult population, they commit 22% of the crime.*

#### SOURCES:

*Risk and Capacity Profile of Hamilton-Wentworth, prepared by Terrance Henry, October, 1997.*

*Ontario Child Health Study, by Dr. Dan Offord, 1987.*

*For Kid's Sake, Ontario Association of Social Workers, School Social Work Committee, March 1996.*

*Cunningham, Bremner and Boyle, 1995; Prinz and Miller, 1994; Kazdin et al 1997*

**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**PSYCHOLOGICAL SERVICES**

Majority Approval by Transition Committee: 98.06.18

**Outstanding Issues**

1. Psychological Services staffing will be based on the existing complement of psychological staff including full time psychological staff members. Also required is the funding allotment equivalent to the existing fee-for-service providers.
2. It is important to recognize the statistics regarding the recommended ratio for caseload of students.
3. Psycho-educational assessments are recognized within the Foundation Grant as a basic cost of providing an educational program for students, and may be considered as part of specialized grants for high needs ISA students."
4. Psychological Services act as objective advocates for children in an educational setting.
5. It is important that the Hamilton-Wentworth District School Board recognize its role as a "Magnet" community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential

Attachment(s) Organizer

# ORGANIZER

6a-44

Student Support Services:  
Psychological Services

Chair: Katherine Yantzi

Team Members: Katherine Yantzi; Janice Tomlinson; Joyce Wall; Za Mazza; Joe Trivato;  
Joanne Baker; Kathy Short; Peppy Tew; Kathy Brink; Barbara Pearson;  
Judy Wilkinson

## PHILOSOPHY (Vision - Strategic Direction - Why?)

- Students who experience learning difficulties are compromised in all areas of academic achievement, as well as in their behavioral, social, and emotional growth
- Providers of Psychological Services:
  - are trained to deal with the assessment, diagnosis, and remediation of disorders of cognition, learning, behaviour, and social and emotional functioning.
  - apply their knowledge of children's learning, development and emotional adjustment to various problems that occur within the school environment
  - work with both identified and nonidentified students
  - act as objective advocates for children within the education system
- Psychological Services:
  - are available to students upon the request of school personnel or parents and students of legal age can also request services
  - are available in all schools to assist with the early identification of students with difficulties, and to help with the design and implementation of environments that facilitate learning and good overall mental health
  - are provided in partnership with students, parents, principals, teaching staff, and other support services (such as speech, social work, special education) in order to provide the most comprehensive, efficient, and effective support network to students
  - are recognized within the Foundation Grant as a basic cost of providing an educational program for students, and may be considered a part of specialized grants for high needs ISA students

## STRUCTURE (Operational Components, What?)

- Psychological services to schools are based on student needs across the system
- All schools will have access to psychological services
- The amount and type of service to schools will be dependent on school needs
- Services offered include the following:
  - early identification and remediation of potential learning difficulties that may compromise academic achievement as well as behavioural, social and emotional growth
  - formal and informal assessment to assist with the understanding of individual student needs, and to facilitate student identification, programming, and review of progress
  - consultation based on formal and informal assessment, observation and/or input from the in-school team in the areas of cognition, learning, behaviour, and social-emotional development
- Psychological Services In:
  - provide follow up services regarding student progress
  - provide crisis intervention
  - provide inservice and information sheets on a variety of topics of continuing and/or current interest to education
  - conduct original research on issues of mental health, child development and psychopathology, and best practices in education
  - assist others in understanding and applying research findings relevant to education

## DELIVERY OF SERVICE (How? Who?)

- There will be one Psychological Services delivery model
- The qualified providers of psychological services will be employees of the Board
- Psychological Services staffing will be based on the existing complement of psychological staff, including funding allotment for existing fee-for service providers
- Chief Psychologist will allocate psychological services on a system basis and all schools will have access to these services
- Information sharing regarding the delivery of psychological services will be provided to principals and school staffs
- In order to provide equity in the allocation of services, consideration will be given to such factors as school profile, student needs, and relevant demographics
- Psychological Services consultations can be provided without a formal referral through the in-school meeting process where issues may be identified by the principal, teacher, parent, student where appropriate, and/or other student support services personnel
- Formal and/or informal assessment, or any direct ongoing contact with a student will require that informed consent be obtained as necessitated by the Regulated Health Professions Act (RHIPA), and as governed by the College of Psychologists of Ontario

## COST RESOURCES NEEDED

- salaries, benefits, and mileage expenses for Psychological Services providers
- adequate administrative/clerical support staff
- central office accommodation recognizing varied needs of staff and recognizing the need for confidentiality of records
- technological support
- department budget

## IMPLEMENTATION (When? Timelines?)

- model implementation for September 1998
- review and adjust model by end of June 1999
- implement any revisions September 1999

**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**SPEECH AND LANGUAGE SERVICES**

Majority Approval by Transition Committee: 98.06.18

**Outstanding Issues**

1. Educational Assistants allocation needs to be determined as part of a Board-Wide allocation process.
2. Speech and Language Services should be recognized within Foundation Grants as a basic cost of providing an educational program for students, and may also be considered as part of specialized grants for high needs ISA students.
3. It is important that the Hamilton-Wentworth District School Board recognizes its role as a "Magnet" community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential.

Attachment(s) Organizer



# ORGANIZER

6a-46

## Student Support Services Speech and Language Services

Chair Katherine Yantzi Members: R. Dawson Chair, S. Willson, J. Watt, L. Rivers,  
D. McQuin, J. Darling, C. Adler

### PHILOSOPHY Strategic Direction WHY?

Students who are experiencing difficulties in the area of oral language are compromised in all areas of learning, as well as in their social, emotional and behavioral growth.

School Speech Language Pathologists have skills, knowledge and training to support identified and non-identified students with speech and language difficulties, their teachers and parents. This is achieved through a broad range of services including consultation, assessment, early identification, screening, a variety of program interventions, in service to educational staff and parents and liaison with community agencies.

Speech language pathologists work with both identified and non-identified students. See footnote for additional information.<sup>1</sup>

Oral and written language activities need to be functional and meaningful. Links to the curriculum can be provided by working with the school. Student focused service is ensured by partnerships with other student support staff and parents. Supports to the student are provided where possible at the home school. It is important that access to the school speech language pathologist be available to all students K to OAC in a timely fashion. Speech and language difficulties can impact on students at any point of their career.

Speech language pathologists act as objective advocates for children within the education system.

Links are made with community agencies to effect sharing of information and transition planning for students.

Services to school age students with communication difficulties are outlined in the Interministerial Guidelines for the provision of speech and language services (1988) and Draft Ministry of Health Guide Lines for the Provision of School Health Support Services (1994)<sup>2</sup>. These agreements recognize that services for students who do not have a medically based problems are best served in the school environment. In addition it recognizes that ministry of health facilities do not provide service to school aged children.

Speech language pathologists are recognized within the Foundation Grant as a basic cost of providing an educational program for students, and may be considered a part of specialized grants for high needs ISA students.

### STRUCTURE Operational components, WHAT?

Service to schools is based on student needs across the system.

- 1.a) All schools have access to a Speech Language Pathologist.
- 1.b) Early Intervention model with focus on JK to Grade 3
- 1.c) Service to the school is negotiated with the principal.
- 1.d) The amount of time spent at any school will be flexible to meet current school needs.

Services are currently provided to students, their teachers and parents as appropriate, in the areas of oral language, including speech production; (articulation and phonology, fluency and voice); early literacy, receptive and expressive language; and augmentative communication.

Consultation to principals, classroom teachers, resource and special class teachers is based on observation and/or input from the in-school team.

Assessment is both formal and informal.

Collaborative Programming may be for individual students, a small group or a whole class

Withdrawal programming may be provided through learning resource teachers, speech language assistants (SLA's), educational assistants, (E.A.'s), Volunteers, Co-Op students and parents or directly by the speech language pathologist. In-service to school staff, parents, community.

Early Intervention through JK and SK screening

Transition planning for high needs students entering the system

Liaison with community agencies Interpretation of reports to schools

Case management of students referred to School Health Support Services

Maintenance and development of resources for use of students with language and learning difficulties.

### HOW?

#### Staffing, Supervision, Service Delivery, WH0?

Speech and language services will be delivered in a manner that allows for a range of services and options.

Services will be provided by registered speech language pathologists, with the resource teacher for the AACT team, and SLAs/Ea support.

How speech language pathologists operate is governed by the Education Act and by expectations outlined by the College of Speech Language Pathologists and Audiologists of Ontario.

All students will have access to the services.

School assignments will be made based on a formula which takes into account the variation of needs across the system.

School assignments will be made by the end of June and schools will know by the start of the 1998-1999 academic year who their speech language pathologist will be.

#### Current staff

14.5 full time equivalent SLPs  
1 Speech Language Pathologist Supervisor  
1 Augmentative Communication Resource Teacher  
4.25 Speech/Language Educational Assistants

#### Ratio of SLPs to student population

City 1:4300  
County 1: 3330  
HWDSB 1: 4080  
When compared with a suggested ratio of 1 SLP to 2000 pupils (B.C. stats for school Speech Language Pathologists) it can be seen that the district board is understaffed in this area.

(The employment of supportive personnel is dependent upon supervision by individual speech language pathologists<sup>3</sup>)

Supervision required for SLA's EA's Parent volunteers, In-school EA's, and teachers

Clerical/Administrative Support is essential for developing and maintaining of materials and resources.

### COST-RESOURCES NEEDED

- Salaries and benefits and mileage for: Speech Language Pathologists, Augmentative Resource Teacher, Educational Assistants
- Appropriate clerical support staff costs
- Central office accommodation recognizing varied needs of staff
- Technological support
- Department budget

### IMPLEMENTATION

#### When? Timelines?

- Assignments to be determined by end of June 1998
- Implementation for September 1998
- Review completed by June 15 1999
- Adjustments made for implementation September 1999

1. The Case for Management of Language Disorders in Schools G. Warr-Leeper
2. Interministerial Agreement
3. Guidelines for the employment and utilization of supportive personnel



Transition Committee  
for  
**SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES**

**ADMISSION / DEMISSION CRITERIA FOR SPECIAL CLASS  
PROGRAMS**

Majority Approval by Transition Committee: 98.06.25  
with minor amendments in wording.

**Outstanding Issues**

1. Parental preferences need to be considered by the I.P.R.C. prior to their recommendation / decision.
2. Social Work staff should be included in developing admission and demission criteria for special classes.
3. Students should be included in reviewing the admission/demission criteria document for special education classes "if possible".

Attachment(s) Organizer

# ORGANIZER

6a-48

## WORK GROUP TOPIC:

Admission/demission criteria for Special Class Programs

## CHAIR:

### PHILOSOPHY

(Vision - Strategic Direction -Why?)

- Criteria are understood to provide guidelines. The uniqueness of each child shall be respected.
- To provide equity, consistency and clarity for students, teachers and parents.
- Parents/guardians must be involved in the whole process of their child's identification and placement.
- Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.
- Parental preferences need to be considered by the I.P.R.C. prior to their recommendation/decision.

### STRUCTURE

(Operational Components, What?)

- To develop admission and demission criteria for H-W D.S.B. special classes.
- User friendly guidelines in keeping with the Ministry guidelines, County and City guidelines.
- The contents of the document to include:
  - name of special class;
  - definition of specific exceptionality;
  - guiding philosophy for special education classes.
- Program Goals  
eg. The student shall... (specific outcomes for each class).
- Admission Criteria  
eg. A candidate for admission to... (name of class) will demonstrate... (list criteria).
- Demission Criteria  
eg. A student will be considered for demission from... (name of class) when he/she demonstrates... (list criteria).

### HOW?

(Staffing, Supervision, Delivery of Service, Who?)

- The Superintendent of Instructional Services to be responsible for forming a committee to develop admission and demission criteria for special classes.
- A maximum of a 10-person committee to be comprised of the appropriate stakeholders which may include representatives of:
  - board consulting staff
  - psycho-educational staff
  - special education teaching staff
  - classroom teachers
  - S.L.P. staff
  - social work staff
  - principals
- The document shall be reviewed by:
  - superintendent
  - S.E.A.C.
  - consulting staff
  - S.L.P. staff
  - psycho-educational staff
  - sp. ed. teaching staff
  - classroom teachers
  - social work staff
  - principals
  - parents of special need students
  - students if possible
- The committee to develop a feedback form.
- After feedback/review the document to be revised by the committee.
- Document submitted for Board approval.
- Should the ministry guidelines/definitions be available after the completion of this document a revision may be required.

### COST - RESOURCES NEEDED

- Administrative staff for the process.
- Supply teacher time for committee.

### IMPLEMENTATION

- Committee to be struck after the board establishes which special classes are offered.
- Committee should be expected to provide an initial draft document for review in 6 weeks.
- Final document to be ready by December 1998.

**Transition Committee**  
**for**  
**SPECIAL EDUCATION & RELATED STUDENT**  
**SUPPORT SERVICES**

**COMPENSATORY SCHOOLS**

Majority Approval by Transition Committee: 98.06.25

**Outstanding Issues**

1. Need to identify Superintendent with responsibility for compensatory schools.
2. The Superintendent of Instructional Services should be responsible for Compensatory Education if it is deemed a program issue or a Superintendent of Education if it is deemed an operational issue.

Attachment(s) Report

## TRANSITION WORK GROUP

### Special Education: Related Support Services

Work Group Topic: Compensatory Education

Chair: Kevin Heer  
Presenter: Dave LaCombe

#### Philosophy (Vision - Strategic Direction - Why)

- 1) **Every student has the right to an appropriate education.** Some students require additional support, beyond that provided by the classroom teacher, in order to have equity of opportunity to properly develop and use their Educational potential. The role of Compensatory Education is to provide assistance to equalize these opportunities.
- 2) **Compensatory Education is an education that must compensate for the effects of low socio-economic condition or poverty.** Compensatory Education initiatives are designed to compensate disadvantaged/at risk learners so that their learning opportunities and personal achievements will be optimized.
- 3) **Some factors for determining Compensatory Education Schools are :** Low Family Income, Learner/Family Mobility, Traumatized, Low Parental Education and Poor Health.

#### Structure (Operational Components, What?)

- 1) *It is recommended that the Board, establish and maintain a Central Compensatory Education Committee whose mandate is to determine regularly schools that meet the criteria for Compensatory Education Schools.*
- 2) *It is recommended that the criteria used to determine Compensatory Education Schools be based upon Ministry of Education and Training Criteria.*
- 3) *It is recommended that Identified Compensatory Education School Grants be spent in Identified Compensatory Education Schools.*

#### How (Staffing, Supervision, Delivery of Service, Who?)

- 1) *It is recommended that for 1998/99 School year the practices and procedures of the former Board of Education for the City of Hamilton be maintained.*
- 2) *It is recommended that the responsibility for establishing the Central Compensatory Education Committee be assigned to the appropriate Superintendent.*
- 3) *It is recommended that the responsibility for establishing the composition of the Central Compensatory Education Committee be assigned to the appropriate Superintendent.*
- 4) *It is recommended that the Central Compensatory Education Committee meet to determine and identify the schools meeting the criteria for Compensatory Education for the school year 1999/2000.*
- 5) *It is recommended that no later than March 1999, the Central Compensatory Education Committee determine schools meeting the criteria as Compensatory Education Schools.*
- 6) *It is recommended that the Implementation Time Line be adopted. This allows for the continuation of existing programs for next year while recommended changes are put in place.*
- 7) *It is recommended that a program review be conducted annually.*

**Cost (Resources Needed)**

- 1) The amount will vary year to year depending upon the Ministry of Education and Training Grants.
- 2) The amount could vary depending upon staffing and the collective agreements of various groups. (Teachers/EA's)

**Implementation (When? Timelines)**

- 1) For 1998/99 School Year Status Quo (present practices remain).
- 2) By December 1998 Superintendent Responsible for Compensatory Education establishes and composes the Central Compensatory Education.
- 3) By March 1999 Schools identified as Compensatory Education Schools be determined.
- 5) By September 1999 Full Implementation of March 1999 recommendations.
- 6) By March 2000 review of current program take place.





Transition Committee  
for  
SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES

**COMPOSITION OF IDENTIFICATION, PLACEMENT AND  
REVIEW COMMITTEE AND PROCESSES**

Majority Approval by Transition Committee: 98.06.25

Outstanding Issues

1. Composition of IPRC must be developed from
  - a) Annual Special Class Review
  - b) Initial IPRC
  - c) System IPRC

It was decided that the work group would reconvene in September to form a committee that would review and make recommendations for the IPRC Process. School principals would be invited to the reconvened work group.

Attachment(s) Organizer

6a-53

# ORGANIZER

## WORK GROUP TOPIC: COMPOSITION OF IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE AND PROCESSES

### PHILOSOPHY

(Vision - Strategic Direction -Why?)

The establishment of a clearly defined L.P.R.C. process as mandated by the Education Act and Regulation 181/98 to determine exceptionality and appropriate placement from the full range of options available:

- is an extension of the Dart/Staging process
- is objective, impartial, flexible and equitable
- demonstrates sensitivity to students and parent(s)/guardian(s)
- is enabling and benefits students
- promotes accountability for resources, programs and for their review
- involves advocacy on behalf of students

### STRUCTURE

(Operational Components, What?)

L.P.R.C. to be a two-tier process for initial identification and placement

- (a) in-school (identification of - exceptional students for regular class placement with support for student and teacher/or partial withdrawal
- (b) system (identification of exceptional students for full range of placement options including regular class, special class placement or special day school)

For these the Board shall appoint 3 or more personnel:

- 1 principal (external to reviewing school)
- chair to be determined by Board (it is strongly recommended the chair be the special education consultant/coordinator)
- a third member (with system perspective i.e. principal, v.p., consultant, supervisor)

L.P.R.C. (see Regulation 181/98 Pt. II) shall meet at least once annually, or as appropriate to review the identification, placement and program of each identified student.

### HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Superintendent of Instructional Services to establish list of dates and designates of principals and supervisory officers to serve on L.P.R.C.s

Secretary/ies to coordinate dates, personnel, schedules with relevant personnel (including principals, S.O.'s student support services personnel) for System L.P.R.C.s

Principal to coordinate dates, designates and personnel for in-school L.P.R.C.s

Principal of schools to coordinate preparation of L.P.R.C. information packages as determined by Special Education Services (strongly recommend moving from paper hard copy to computer)

For in-school annual reviews the committee shall consist of:

- the school principal
- school special education teacher
- a third member designated by the principal

A system review is required:

- when there is a change in exceptionality
- when there is a change in placement from regular class to special class or one type of special class to another including special day school

### COST - RESOURCES NEEDED

Special Services staff for developing new forms and inservice  
Staff for initial and annual L.P.R.C.s  
Student Services Support staff for consultation and assessment  
Secretarial Staff for coordinating system L.P.R.C.s and preparing materials

### IMPLEMENTATION

- school year 1998-99 (phase in)
- Implement 1999-2000 and review

Transition Committee  
for  
SPECIAL EDUCATION & RELATED STUDENT  
SUPPORT SERVICES

**COMPOSITION AND TYPES OF SPECIAL EDUCATION  
CLASSES**

Majority Approval by Transition Committee: 98.06.25

Outstanding Issues

1. The location of special classes, their openings and closures, be considered within a system perspective.
2. Consultants should have expertise in all exceptionalities but also have responsibility for a specific exceptionality.

Attachment(s) Organizer  
Current Special Education Classes - Chart

## WORK GROUP TOPIC: COMPOSITION AND TYPES OF SPECIAL EDUCATION CLASSES

### PHILOSOPHY

(Vision - Strategic Direction - Why?)

The establishment of a wide range of programs and placement options which:

- meets the diverse individual student needs and abilities
- maximizes individual student potential
- includes remedial support and enhanced programming
- reflects current research and expertise
- ensures equitable student access across the Board
- is consistent with Ministry guidelines

### STRUCTURE

(Operational Components, What?)

- Special Classes for each exceptionality Classes and grade level (primary, junior, intermediate, secondary) determined by the needs and ages of students meeting the admission criteria in a given year (see Appendix 1 for current classes)
- Cross division or cross exceptionality classes must be given careful consideration to ensure individual needs can be successfully met
- Special Class location will be determined with the goal of serving students in the most educationally/ socially/cost effective manner
- Special Day School setting(s) will continue to be available for some Developmentally Delayed students

### HOW?

(Staffing, Supervision, Delivery of Service, Who?)

- Co-ordinator(s) for Special Education to maintain an overall, system perspective
- Collectively, the consultants have expertise in all exceptionalities to observe, advise and share best practice
- A Special Education Class Committee for each exceptionality is established with stakeholders from the former City and County boards (see Appendix 2 for Stakeholders Groups)
- The Special Education Class Committee will determine the Special Education Classes for each exceptionality
- Best practices from the former City, County and other boards are identified to support the development of Special Education Classes
- Student Services Support Staff available to assist with the review, development and implementation of Special Class programs
- Special Class teachers require appropriate qualifications and experience

### COST - RESOURCES NEEDED

- Adequate staffing of Committee groups
- Time/personnel/money for review, development, implementation and inservice

### IMPLEMENTATION

Flexible timelines allow parts of the amalgamated plan to be implemented as they are developed and approved.

School Year 1998 - 99

- Review and develop Special Education Classes and Placement Options for each exceptionality

September 1999

- Final implementation

School Year 1999-2000

- Review

### ADDITIONAL ISSUES

- Although the mandate of this working group was to consider Special Education Classes, it is emphasized that *all* exceptional students in *regular class placements* require appropriate support, including the input and intervention of expert teachers.
- It is important there be continuing case management throughout secondary school for *all* exceptionalities, *whether or not* the students are in Special Education Classes.
- Where Comprehensive Classes are in place, careful thought must be given to the appropriate combination of exceptionalities for these classes.
- The number of coordinators for Special Education is determined by system needs.



602-58  
**CURRENT SPECIAL EDUCATION CLASSES IN HAMILTON-WENTWORTH  
DISTRICT SCHOOL BOARD- APPENDIX 1  
(1997 - 1998)**

✓ = Current Classes

SPECIAL CLASSES	PRIMARY	JUNIOR	P/J	J/INT	INT.	SEC.	VOCATIONAL
Speech & Language	✓						
Specific Learning Disability	✓	✓	✓	✓	✓	✓	
Autistic	✓	✓	✓	✓	✓	✓	
Deaf & Hard of Hearing	✓	✓	✓	✓	✓	✓	
General Learning Disability	✓	✓	✓		✓		
Developmental Disability	✓	✓	✓	✓	✓	✓	
Gifted		✓			✓	✓	
Behavioural	✓	✓	✓		✓		
Physical	✓	✓			✓	✓	
Multiple	✓	✓			✓		
Assessment Program			✓				
*Comprehensive			✓	✓	✓	✓	
Communication		✓			✓		

\* Admission criteria differs significantly between the Former City and County Boards

### STAKEHOLDER GROUPS - APPENDIX 2

- |                     |                          |
|---------------------|--------------------------|
| S.E.A.C.            | Parents                  |
| Elementary Teachers | Principals               |
| Secondary Teachers  | Educational Assistants   |
| Consultants         | Support Service Staff    |
| Students            | Finance Department Staff |

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## MEMORANDUM

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: September 24, 1998

Subject: Information Technology Transition Committee  
- Library Information Centre Policy

Recommended Action:

Moved by \_\_\_\_\_, that the Draft School Library Information Centre Policy be forwarded to the Joint Advisory Committee.

Rationale:

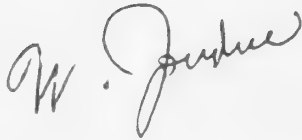
On September 3<sup>rd</sup>, the "Draft" Policy was presented to the Education Committee. A number of concerns were raised by members of the Committee. The Committee passed a motion to refer this policy back to the Work Group responsible for its creation.

I met with the Work Group and we reviewed the suggestions made by Trustees. The attached "Draft" Policy reflects those discussions.

Beyond the suggested changes to the Policy, a question was raised as to the necessity of having a policy to govern in this area. The Work Group suggested that a policy was advised for the following reasons:

1. A significant amount of financial and personnel resources are dedicated to the area of Libraries. This policy helps to ensure the prudent use of these resources.

2. Information Technology Skills is a subset of Information Skills. The Library Resource Centres use the technology to enhance traditional information sources.
3. Information Skills are a vital component of the new Ontario Curriculum and we expect it to be evident in Secondary Reform Curriculum Expectations as well.
4. The staffing of Libraries is referenced in Regulation 298 (14b)—Operations of Schools General. The policy reflects the direction given in the Regulation with respect to qualified staff.
5. Due to cutbacks in Public Libraries, both in terms of materials and staff, School Library Resource Centres are a vital link in the provision of curriculum-based reference materials. The Draft Policy tries to ensure equity of access to these resources.



## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

INFORMATION TECHNOLOGY  
TRANSITION COMMITTEE

## School Library Information Centre Work Group

**Policy Statement:**

It is the policy of the Hamilton-Wentworth District School Board that all students have access to the School Library Information Centre resources as part of an integrated curriculum.

## OPERATING PROCEDURES:

1. The Hamilton-Wentworth District School Board shall dedicate adequate budget, facilities, and qualified staff to ensure the provision of equitable access to:
  - information resources,
  - information technologies,
  - information literacy instruction within an integrated curriculum,
 while fostering an appreciation for reading.
  
2. The Superintendent responsible for Information Technology will oversee the review, development and implementation of a system plan for School Library Information Centres.
  
3. A School Library Information Centre Advisory Committee shall be formed with the following membership:
 

1 Superintendent	1 Classroom Teacher
1 Elementary Teacher-Librarian	1 Trustee
1 Secondary Teacher-Librarian	1 Consultant
1 Central Board Library Representative	1 Elementary Student
1 Info Tech Contact (I.T.C.)	1 Secondary Student
1 Kit Services/Media Representative	1 School Council Representative
1 Secondary Principal/Vice-Pr.	1 Home & School Representative
1 Elementary Principal/Vice-Pr.	1 Public Library Board Member
	1 Public Librarian

**Terms of Reference:**

School Library Information Centre Advisory Committee members should be selected by their representative groups where such groups exist.

The School Library Information Centre Advisory Committee will meet regularly to provide advice to the Superintendent responsible for Information Technologies on the following:

- the review, development and implementation of a system plan for School Library Information Centres
- curriculum integration, planning and support
- models for delivering services
- assessment strategies to measure student proficiency in information skills
- the allocation of budget for the School Library Information Centres
- the integration of best practices and procedures that relate to School Library Information Centres
- the automation of all School Library Information Centres with a standardized automation system
- procedures for Central Cataloguing
- new initiatives in information skills



## MEMORANDUM

TO: M. Matier,  
Director of Education

FROM: D. Russon,  
Manager, Human Resources

DATE: Nov. 05, 1998

RE: **SECTION V – Elementary Teachers**  
Donna Fortman  
Barbara Ross  
**SECTION VI – Secondary Teachers**  
Secondary Retirements- requests for extensions.  
Janet MacLennan – defer 4/5 leave

### SECTION V - Elementary Teachers

#### Recommended Action

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that  
the resignation for purpose of retirement, effective December 31, 1998 request of Donna Fortman,  
approved at a previous meeting, be rescinded.

#### Rationale

**Donna Fortman** has requested that her retirement of December 31, 1998 be changed to June 1999.

#### Recommended Action

It was move by \_\_\_\_\_ seconded by \_\_\_\_\_ that  
the resignation for the purpose of retirement, effective December 31, 1998 request of Barbara Ross,  
approved at a previous meeting, be rescinded.

#### Rationale

**Barbara Ross** has writtten letter rescinding request

### SECTION VI – Secondary Teachers

#### Recommended Action

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that  
the resignation for purpose of retirements requested by the following staff, effective Dec. 31, 1998,  
approved at a previous meetings, be rescinded.

John Bald  
Williard Boudreau  
Robert Bruce  
Dianne Common  
Barbara Dabbs  
Marilyn Dolyniuk  
David Evans  
Chester Faulknor  
Robert Foot

Hugh Forster  
Dennis Franey  
Norine Galvin  
Roy Gunnell  
Dusan Ivancevic  
Harland Izatt  
Robert Krouse  
Frank Laberto  
Marcellus Lung  
Dwight Lupish  
Leo McHugh  
George Moore  
Kathryn McIntyre  
Neil Panabaker  
John Packer  
Helen Reio  
Ryan Scott  
Lawrence Smith

**Rationale**

Staff have requested that the effective date be changed to January 31, 1999.

**Recommended Action**

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that the resignation for purpose of retirements, requested by the following staff, effective December 31, 1998, approved at a previous meetings, be rescinded.

Jerrold Dell  
Patrick Boudreau  
Lorraine Baatz  
Barry Coombe

**Rationale**

Staff have requested that the effective date be changed to June 30, 1999.

**Recommended Action**

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that the request of Janet MacLennan for a four over five leave effective semester two ( February 1999 ) approved at a previous meeting be rescinded.

**Rationale**

Janet MacLennan has requested that the effective date be changed to semester 2 (February 2000)

## SECTION 1

## PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF

## A. APPOINTMENTS AND TRANSFERS

That the appointment of **Howard Gardiner** to the position of Supervisor, Technical Support Services, effective January 1, 1999, be approved.

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS-

Resignations

That the date November 13, 1998 for **William Urie**, Occupational Health & Safety Coordinator, to Leave the Employ of the Board be approved.

## C. LEAVES OF ABSENCE - NIL

## D. PROBATIONARY AND PERMANENT CONTRACTS -NIL

## E. OTHER MATTERS REQUIRING BOARD ATTENTION- NIL

## SECTION II

## CLERICAL UNIT

## A. APPOINTMENTS AND TRANSFERS - NIL

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS- NIL

## C. LEAVES OF ABSENCE- NIL

## D. PROBATIONARY AND PERMANENT CONTRACTS- NIL

## E. OTHER MATTERS REQUIRING BOARD ATTENTION -NIL

## SECTION III

## CUSTODIAL AND MAINTENANCE

## A. APPOINTMENTS AND TRANSFERS- NIL

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS- NIL

## C. LEAVES OF ABSENCE

1) General Leaves

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Anna Dalla Pasqua**, Cleaner, Feb. 22, 1999 to Mar. 03, 1999

## D. PROBATIONARY AND PERMANENT CONTRACTS - NIL

## E. OTHER MATTERS REQUIRING BOARD ATTENTION- NIL

## SECTION IV

PROFESSIONAL STUDENT SERVICES PERSONNEL  
AND EDUCATIONAL ASSISTANTS

## A. APPOINTMENTS AND TRANSFERS-NIL

## B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That the date shown for the following staff to Leave the Employ of the Board be approved and that she receive severance allowance as per Board policy:

**Andrea Borsc**, Educational Assistant, effective Aug. 04, 1998

## C. LEAVES OF ABSENCES

1) General Leaves

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Elizabeth Schroth**, Educational Assistant, Aug. 31, 1998 to Dec. 25, 1998

2) Return from Leaves of Absences:

That the following staff be returned from Leave Absence, effective as shown:

**Josephine Falletta**, Social Worker, effective Nov. 01, 1998

## D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown with salary according to schedule:

**Debra Deveau**, Educational Assistant, effective Oct. 10, 1998 (.5 )

**Mark Felvus**, Educational Assistant, effective Oct. 05, 1998 (.5 )

**Barbara Hewston**, Educational Assistant, effective Oct. 05, 1998. (1.0 )

**Judy Vorstenbosch**, Educational Assistant, effective Oct. 05, 1998 ( 1.0 )

## E. OTHER MATTERS REQUIRING BOARD ATTENTION

1) Timetable Changes

That the time table changes of the following staff, effective as shown, be approved:

**Elizabeth Belisario**, Speech/Language Pathologist, effective Sep. 01, 1998 from a .6 timetable to a .5 timetable.

**Anna I. Difazio**, Speech/Language Pathologist, effective Sep. 01, 1998 to Jun. 30, 1999, from a 1.00 timetable to .6 timetable.

**Rosemary Gobell**, Educational Assistant, effective Oct. 13, 1998 from a .5 timetable to a 1.00 timetable.

**Lynn H. Hicks**, Speech/Language Pathologist, effective Sep. 01, 1998 to Jun. 30, 1999, from a 1.00 timetable to .6 timetable.

**Cathy Pintwala**, Speech/Language Pathologist, effective Sep. 01, 1998, from a .8 timetable to a .6 timetable.

**Susan Radford**, Social Worker, effective Sep. 01, 1998, from a .5 timetable to a 1.0 timetable.



## **SECTION V**

## **ELEMENTARY SCHOOL TEACHERS**

### **A. APPOINTMENTS AND TRANSFERS**

#### **Appointments**

That **Ruth Ann MacFarlane** be appointed to the position of Acting Principal of an Elementary School, effective Nov. 09, 1998 with salary according to schedule.

#### **Secondments**

That the secondment of **Kathleen Watters** to the position of administrative support for Assessment, Evaluation & Reporting (elementary), effective November 09, 1998 to June 30, 1999 (subject to renewal), be approved.

### **B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

#### **1) Resignations**

That the date shown for the following staff member to Leave the Employ of the Board be approved:

**Cindy Philip**, effective Nov. 30, 1998

#### **2) Retirements**

a) That the resignation of **Alan Scott**, Elementary School Principal for the purpose of retirement, effective February 26, 1999, be accepted with regret and the Board's gratuity be paid.

b) That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Sharon Crawford**, effective Apr. 30, 1999

**Donna Fortman**, effective Jun. 30, 1999

**Judith Page**, effective Jan. 31, 1999

### **C. LEAVES OF ABSENCE**

#### **1) General Leaves**

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Annette Bodo**, effective Sept. 22, 1998 to May 24, 1999

**Dorothy Drakos**, effective Oct. 08, 1998 to Feb. 03, 1999

**Leslie Ho**, effective Nov. 23, 1998 to Aug. 31, 1999

**Jennifer Kerr-Dittrich**, effective Dec. 06, 1998 to Aug. 31, 1998

**Catherine Moore**, effective Dec. 14, 1998 to Jun. 18, 1999

**Susan Morrone**, effective Nov. 23, 1998 to Mar. 19, 1999

**Sandra Myke**, effective Dec. 21, 1998 to May 28, 1999

**Janet Ruckpaul Adler**, effective Jan. 28, 1999 to Aug. 31, 1999

**Rhonda Zsiros**, effective Dec. 21, 1998 to Aug 31, 1999

#### **2) Leave Extensions**



(a) That the requests of the following staff for an extension of their Leaves of Absences, effective as shown be granted:

**Gail Andrews**, Sept. 01, 1998  
**Margaret Barnes**, Sep. 01, 1998  
**Angela Garafolo**, Sep. 01, 1998  
**Ellen Knapp**, Sep. 01, 1998  
**Jeanette Macynski**, Sep. 01, 1998  
**Joanne McIntosh**, Sep. 01, 1998  
**Margaret Mete**, Jan. 01, 1999 to Aug. 31, 1999  
**Anne Pittis**, Jan. 01, 1999 to Aug. 31, 1999  
**Brenda Stewart**, Sep. 01, 1998  
**Madeleine Tanglao-Dwyer**, Nov. 02, 1998 to Dec. 31, 1998  
**Oriana Usyk** (.5) Sep. 01, 1998  
**Wendy Wilson** Sep. 01, 1998  
**Janet Zurbrigg** (.05) Sep. 01, 1998

### **3) Reduced Workload Leaves**

That the request of the following teacher for a Reduced Workload Leave of Absence, effective as shown, be granted:

**Sharon Turner**, effective Jan. 01, 1999 to Aug. 31, 1999, ( 1.0 to .5 )

### **4) Returns from Leaves of Absences**

That the following staff be returned from Leave of Absence, effective as shown:

**Brenda D'Agostino**, effective Nov. 2, 1998  
**Sharon Turner**, effective Jan. 01, 1999, ( .5 )

## **D. PROBATIONARY AND PERMANENT CONTRACTS**

### **1) Probationary**

That the following staff be appointed to the Probationary Staff, effective as shown with salary according to schedule:

**Sheila Palmer**, effective Dec. 01, 1998, ( 1.0 )

## **E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL**

## **SECTION VI**

## **SECONDARY SCHOOL TEACHERS**

### **A. APPOINTMENTS AND TRANSFERS**

#### **Secondments**

a) That the secondment of **Wilma Dowling** to the position of administrative support for Assessment, Evaluation & Reporting (secondary), effective November 6, 1998 to January 31, 1999 (subject to renewal), be approved.

b) That the secondment of **Suzanne Dube** to the position of administrative support for Secondary School Reform Special Assignment / Curriculum Implementation, effective November 6, 1998 to January 31, 1999 (subject to renewal), be approved.

8-4

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

**1) Resignations NIL**

**2) Retirements**

a) That the resignations of the following staff, for the purpose of retirement, effective Jan. 31, 1999, be accepted with regret and the Board's gratuity be paid:

**John Bald,  
Willard Boudreau,  
Robert Bruce  
Dianne Common,  
Barbara Dabbs,  
Marilyn Dolyniuk,  
David Evans,  
Chester Faulknor  
Robert Foot,  
Hugh Forster  
Dennis Franey,  
Norine Galvin,  
Roy Gunnell,  
Dusan Ivancevic,  
Harland Izatt,  
Robert Krouse,  
Frank Laberto,  
Marcellus Lung  
Dwight Lupish,  
Leo McHugh,  
George Moore,  
Kathryn McIntyre,  
Neil Panabaker,  
John Packer,  
Helen Reio,  
Ryan Scott,  
Lawrence Smith,**

b) That the resignations of the following staff for the purpose of retirement, effective June 30, 1999, be accepted with regret, and the Board's gratuity be paid:

**Lorraine Baatz,  
Patrick Boudreau,  
Barry Coombe,  
Jerrold Dell,**

c) That the resignations of the following staff for the purpose of retirement, effective as shown, be accepted with regret, and the Board's gratuity be paid:

**Janice Elaine Brown, effective April 30, 1999  
Dorothy Joffiffe, effective July 31, 1999  
John Munn Ian Nesbitt, effective Mar. 31, 1999**

**C. LEAVES OF ABSENCE**

**1) Leave Extensions**

That the request of the following staff member for an extension of their Leave of Absence, effective as shown, be granted:

**Henry Shedletzky**, effective Sept. 01, 1998 ( .16 )

**2) Leave of Absence ( Four over Five )**

That approval be granted for the request of **Janet MacLennan** for a Leave of Absence under the Salary Holdback Plan ( Four over Five ) under the Secondary Collective Agreement for the second semester of the 1999-2000 school year.

**D. PROBATIONARY AND PERMANENT CONTRACTS - NIL****E. OTHER MATTERS REQUIRING BOARD ATTENTION****1) Position of Responsibility Relinquishment**

That the request of **Stephanie King** to relinquish her position as Head of Department (Student Services ) effective Nov. 02, 1998 be granted.

**2) Related Experience**

That, in accordance with Article 10:06 of the Secondary Collective Agreement, **Dave Buehler** be granted credit for 5.5 years related experience, which equates to 2.75 years on the salary grid, effective Sept. 01, 1998.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS														
	1998 ACTUALS					1999 ACTUALS					1998/99			
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	BUDGET
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,050.30	2,064.00									2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,204.84	1,205.84									1,057.69
Teacher Assistants	351.12	351.12	351.12	351.50	351.50									345.00
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00	159.00									161.00
School Administration	450.83	450.83	450.83	406.03	406.03									406.03
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00	37.00									37.00
Board Administration & Governance	175.16	175.16	175.16	158.76	158.76									148.76
School Operations	503.63	503.63	503.63	485.50	480.88									464.07
Continuing Education	7.52	7.52	7.52	4.52	4.52									4.52
Transportation	1.75	1.75	1.75	1.25	1.25									1.25
Staff on Loan (recoverable)	17.83	17.83	17.83	13.00	13.00									13.00
Total Full Time Equiv. Positions	4,954.83	4,954.83	4,954.83	4,871.70	4,881.78									4,683.72





DRAFT

## DEVELOPMENT OF A LONG RANGE PLAN FOR INFORMATION TECHNOLOGY

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE
	Collect Baseline Data			Select Objectives Develop Action Plans			Implement Action Plans			Refocus for Next Year
COMPUTER INFRA- STRUCTURE	Develop Needs Assessment Tool.	Needs Assessment Tool to Schools.	IT Team/Comp Services School Visits. Needs Assm't Tool Completed.	Baseline Data Analysis. Develop Action Plans.	"Request for Proposals". Tenders close. Equip. ordered.		Delivery and Installation of Equipment To Schools.	Delivery and Installation of Equipment To Schools.	Data Summary Updated.	Start Planning for 1999-2000.
CURRICULAR RESOURCES	Develop Needs Assessment Tool.	Needs Assessment Tool to Schools.	IT Team/Comp Services School Visits. Needs Assm't Tool Completed.	Baseline Data Analysis. Develop Action Plans.	Implement Action Plans.				Data Summary Updated.	Start Planning for 1999-2000.
SUPPORT: CURRICULAR	Develop Needs Assessment Tool.	Needs Assessment Tool to Schools.	IT Team/Comp Services School Visits. Needs Assm't Tool Completed.	Baseline Data Analysis. Develop Action Plans.	Implement Action Plans.				Data Summary Updated.	Start Planning for 1999-2000.
SUPPORT: TECHNICAL	Develop Needs Assessment Tool.	Needs Assessment Tool to Schools.	IT Team/Comp Services School Visits. Needs Assm't Tool Completed.	Baseline Data Analysis. Develop Action Plans.	Implement Field Technician Model.				Data Summary Updated.	Start Planning for 1999-2000.



10 a

# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

November 5, 1998

**To:** Merv Matier, Director of Education and Secretary

**From:** Ken Bain, Superintendent of Education

**Re:** Report of the Staff Development Transition Committee-  
Principal/Vice Principal Promotion Process

## Recommended Action #1:

Moved by \_\_\_\_\_ that the Report of the Staff Development Transition Committee – Principal/Vice Principal Promotion Process be received for information.

## Recommended Action #2:

Moved by \_\_\_\_\_ that the interim promotion process be used until a permanent process is approved.

## Background:

The committee has been meeting since spring 1998 and has completed the following tasks:

- Reviewed the practices in each of the predecessor boards with a view to determining what should be retained and modified from the previous processes
- Reviewed the practices from neighbouring boards
- Developed a set of beliefs upon which the work group recommendations would be formed
- Developed an interim process to address immediate needs to fill system vacancies in June
- Established the need for linkage with other committees and processes e.g. Leadership Development Committee and the Performance Appraisal System
- Developed, distributed, collected and analyzed feedback from constituent groups regarding the interim process
- Refined the interim process in order to fill system vacancies in December

## Work Group Composition:

- Broad range of constituents
- Short timeline for interim process has not allowed time to vet with constituent groups

Ken Bain	Superintendent	Lesley Cordero	Information Technology Team
Paul Short	Parent	Sam Hammond	Elementary Teacher
Dan Walker	Information Technology Team	Melanie Kivell	Non-Teaching System Personnel
Al Scott	Elementary Principal	Dave Murphy	Parent
Anne Luxon	Elementary Principal	Gail Patti-Buntain	Elementary Principal
Kathy Starodub	Secondary Teacher	Laura Newkirk	Hamilton Home & School Assoc.

**Beliefs:**

- It is important to appoint the best-qualified persons to positions of added responsibility.
- The promotion process must involve a variety of assessment strategies so that the evaluation is as accurate as possible.
- Within an atmosphere of trust and open-communication, the process must provide support and encouragement for all participants in order to assist the individual to grow personally and professionally.

**Preamble:**

- There should be a common interim process for vice-principal and principal applicants.
- The recommended short-term process blends historical practices from both 'County' and 'City'.
- There are three major components to the recommended interim process: Resume, Readiness Assessment Summary and Interview. Each component will be scored as part of the selection process.

**Recommendations for the Interim Process:**

Recommendations	Rationale
<b>1. Posting/Memorandum</b> A Board-wide posting and memorandum should be distributed and should include the following : <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Outline of the process to be used</li> <li>• Scoring of the various components</li> <li>• Basic requirements (as per current legislation)</li> <li>• Timelines</li> <li>• Competencies of the ideal school administrator</li> <li>• Clarification of Federation status</li> <li>• Competencies of the Ideal School Administrator, Levels of Use Chart, Scoring Guide, Assessment Summary</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate the requirements and process clearly to all interested parties</li> <li>• To provide equal opportunities across the system</li> <li>• To select the best qualified person using specific measurable criteria</li> </ul>
<b>2. Information Meeting</b> An information meeting should be held a minimum of two weeks before the application deadline.	<ul style="list-style-type: none"> <li>• To clearly communicate the requirements and process to all parties involved</li> <li>• To provide an atmosphere of trust and open communication through dialogue</li> </ul>
<b>3. Application Package</b> The application package will consist of the following: <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Resume</li> <li>• Readiness Assessment Summary</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a variety of assessment strategies</li> <li>• To allow the individual to identify areas of personal and professional growth</li> </ul>
<b>4. Resume – 20%</b> The resume will be evaluated by a member of Executive Council under the following headings: qualifications, resume presentation, classroom experience, PAR experience, leadership experiences: school (staff and students), system, community, federation, additional. Each of the above sections will receive equal value.	<ul style="list-style-type: none"> <li>• To allow the candidate an opportunity to communicate through the resume their qualifications and experiences</li> </ul>
<b>5. Readiness Assessment Summary</b> The Readiness Assessment Summary allows the candidate's principal/vice principal/supervisor to provide information regarding the candidate's readiness for the role. The candidate's	<ul style="list-style-type: none"> <li>• The competencies for the ideal school administrator are the same for Vice-Principals and Principals with the</li> </ul>



<p>immediate supervisor will complete the summary in consultation with the candidate and with reference to the Readiness Assessment Levels of Use Scoring Guide. The candidate must contact his/her Superintendent of Education, if the candidate's supervisor, because of a lack of familiarity with the candidate, is unable to complete the Readiness Assessment Summary. Candidates may use portfolios to prepare the Readiness Assessment Summary and to respond to the Validation Team.</p>	<p>exception of Personnel Management</p> <ul style="list-style-type: none"> <li>• To provide for direct input from the candidate's principal/vice-principal/supervisor</li> <li>• The Levels of Use Scoring Guide provides equity by using specific measurable criteria</li> </ul>
<p><b>6. Validation Teams – 40%</b></p> <p>A Validation Team will meet with the candidate and his/her supervisor in order to validate the Readiness Assessment Summary score. The intent is to create a number of two-principal (one elementary and one secondary) teams of assessors who are prepared to commit to the process for two years. There will be in-service for these teams. Upon completion of the promotion process, the appropriate Validation Team will provide Readiness Assessment Summary feedback to the candidate. Executive Council may develop a short-list at this point.</p>	<ul style="list-style-type: none"> <li>• To ensure equity in the scoring of the Readiness Assessment Summary</li> <li>• To ensure meaningful feedback for future growth</li> </ul>
<p><b>7. Interview – 40%</b></p> <p>The final step in the process will be a formal interview. It is recommended that each interview team include at least three members who are drawn from the Director, a Superintendent of Education, the Superintendent of Instructional Services, trustees and a principal.</p>	<ul style="list-style-type: none"> <li>• To provide a variety of assessment strategies in order to select the best qualified person to a position of responsibility</li> <li>• To allow for evaluation from a variety of individuals</li> </ul>
<p><b>8. Placement Process</b></p> <p>Executive Council will review the total scores and recommend an Eligible for Promotion List. The names of successful candidates on the Eligible for Promotion List will be taken to the Board for approval. It is recommended that a 'pool' be formed if there are enough successful applicants. Persons in this pool must be placed before new names resulting from future promotion processes are added.</p> <p>It is recommended that Executive Council seek input from School Councils when considering the placement of successful candidates.</p>	<ul style="list-style-type: none"> <li>• Candidates have been identified as possessing the necessary leadership competencies</li> <li>• To ensure immediate and future response to system demands</li> <li>• To recognize the unique needs and characteristics of each school community and the valuable information that can be obtained from School Councils</li> </ul>
<p><b>9. Review Committee</b></p> <p>It is recommended that a Review Committee, similar in composition to that used in June, be put in place to monitor and evaluate this short-term process and to report its findings to Executive Council.</p>	<ul style="list-style-type: none"> <li>• To ensure equity and an atmosphere of trust and open communication</li> <li>• To collect data and provide necessary feedback on the process</li> </ul>

### Outstanding Issues:

The committee had to conclude its work in order to receive Executive Council support, trustee approval, and to provide time to implement the process. The following questions have not been answered and will be addressed in the permanent process recommendations

- ◆ What role will school councils play in the selection of school principals?
- ◆ Will the Assessment Centre be a feature of the permanent promotion process?
- ◆ Will a current performance appraisal report be a feature of the permanent promotion process?





# THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

November 5, 1998

**To:** Merv Matier, Director of Education and Secretary  
**From:** Ken Bain, Superintendent of Education  
**Re:** **Early Learning Advisory Committee Report**

## Recommended Action:

Moved by \_\_\_\_\_ that the Early Learning Advisory Committee Report be approved.

## Background:

In June, the Junior Kindergarten Transitions Committee recommended the formation of an Early Learning Advisory Committee. Trustees supported that recommendation and passed an additional motion that stated that the committee's membership had to be comprised of equal numbers of staff and non-staff. The committee has been meeting weekly throughout October 1998 in order to prepare recommendations regarding the allocation of the 1998-1999 Early Learning Grant. The committee has developed a set of guidelines and an accountable allocation process in which community advice is sought and included. The committee will present its next report in February or March 1999 regarding Early Learning programming for the school year 1999-2000.

## Advisory Committee Composition:

Dana Atkinson	Parent	Ken Bain	Superintendent
Doug Baker	Principal	Judith Bishop	Trustee
Linda Blunsdon	Teacher	Heather Bullock	Trustee
Karyn Callaghan	Parent	Kendra Coats	Community
Janice Dewar	Trustee	Sue Giordano	Parent
Lynn Howarth-McCue	Instructional Services	Janice Jacobs	Teacher
Rita Knapp	Instructional Services	Jack Langhorn	Community
Kathy Long	Parent	Sandy Mattis	Parent
Dave Murphy	Parent	Tom Parker	SEAC
Dianne Parr	Instructional Services	Jennifer Powell-Fralick	Instructional Services
Ken Sanford	Instructional Services	Jane Shipton	Principal

## Recommendation Guidelines:

- Allocations must support the learning needs of students from Kindergarten to Grade Three in county schools.
- Early intervention programs and services should be promoted.
- Parents must be included in providing advice regarding the school's allocation.
- Principals must be accountable for the expenditure of the Early Learning Grant.
- Allocations must support existing school plan initiatives
- Allocations must enhance existing programs or support new initiatives.
- Allocations must include a basic per school and a per pupil amount.
- Schools may share resources.

**Recommendations:**

- That the Augmentative Communication Team be expanded through the hiring of a speech language pathologist, augmentative communication resource teacher and an educational assistant at a cost of \$90,000.
- That each county school with a Kindergarten to Grade Three component receive a base amount of \$12,000 and a per pupil allocation of \$125.
- That each school establish an Early Learning Advisory Committee in order to determine the educational needs of its early learners and to make recommendations regarding the Early Learning Grant. The committee should include but not be limited to :
  - the principal and/or vice principal
  - K to 3 teacher representation
  - parent representation – one of whom must have a child from Kindergarten to Grade Three (School Council, Home and School, Parent Association, parent community)
  - resource teacher
- That principals submit their proposals with accurate costings to the appropriate Superintendent of Education for approval.
- That personnel requests include a role description and timetable.

It is the intention of the Early Learning Advisory Committee to present a report regarding the future of early learning programming in the district in February or March, 1999.

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## MEMORANDUM

To: Merv Matier, Director of Education  
From: Wayne Joudrie, Superintendent of Education  
Date: November 5, 1998  
Subject: **LONG RANGE PLAN—INFO TECH**

Recommended Action:

Moved by \_\_\_\_\_, that the "Development of a Long Range Plan for Information Technology" be approved.

Rationale:

The attached timeline outlines the actions that will occur in the development and implementation of the Long Range Plan for Information Technology.

The document has been reviewed by the I.T. TEAM, and Computer Services. Some changes were made based upon their input.

The Info Tech Advisory Committee (ITAC) have also reviewed the development plan and support it.



WJ/id





1998 11 03.

TO: Merv Matier, Director of Education & Secretary

FROM: Don Grant, Superintendent of Business & Treasurer  
Deborah Russon, Manager, Human Resources

RE: Contract Workers - Report Requested by Trustee Bishop

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**Recommended Action:**

That the report on Contract Workers be received for information.

**Rationale:**

At the June Board Meeting, Trustee Bishop requested a report on those persons employed under a contract of employment and working for the Hamilton-Wentworth District School Board. Attached for your information is a status report on contract workers.

In addition to the services provided in this report, the Board purchases a number of other services. These services include service contracts in the Plant Department for such things as maintenance repairs, heating and plumbing services, electrical services, and asbestos abatement. We also purchase Legal Services; Consultant Services for Benefits, Negotiations; Medical Services for Reasonable Accommodation matters, etc.



## CONTRACT WORKERS - HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

DEPARTMENT	SERVICES PROVIDED	BOARD APPROVAL DATE	NUMBER OF HOURS WORKED PER WEEK	EMPLOYMENT DATES
<b>Accommodation &amp; Planning</b>  - 1 fee-for-service contract	Technical development of computerized systems. (Developing the final links between the Assessment Base System, residential development tracking and building site profiles; integration all system development across the six municipalities; assist in the transitional transportation project; training and system documentation).	Funds identified in the Budget process under Professional Fees.	25 hours per week	June 15, 1996 until approximatley December 31, 1998.
<b>Human Resources</b>  - 1 fee-for-service contract	Fee for Service – Personnel Secretary	May, 1997	35 hours per week	August, 1997 until October 16, 1998.
<b>Payroll</b>  - 3 fee-for-service contracts	Payroll Clerk from High Road Personnel	Position was posted to OCTU staff – no qualified candidates.	35 hours per week	September 8, 1997 until September 18, 1998.
	Payroll Clerk from Creative Financial Staffing	Position was posted to OCTU staff – no qualified candidates.	35 hours per week	June 2, 1997 to December 31, 1998

DEPARTMENT	SERVICES PROVIDED	BOARD APPROVAL DATE	NUMBER OF HOURS WORKED PER WEEK	EMPLOYMENT DATES
	Payroll Clerk	Position was posted to CUPE staff – no qualified candidates.	35 hours per week	July, 1998 until December 31, 1998
<b>Computer Services</b> - 1 fee-for-service contract	Project Manager – HR/Payroll Information System		21 hours per week (10 month employment)	March, 1994 until approximately December 31, 1998.
<b>Plant Department</b> - 2 fee-for-service contracts	Opening and Closing of Boilers, Elevators and Fire Extinguishers		35 hours per week	April, 1997
	Electrical, Fire Alarms and Servellience		35 hours per week	April, 1997
<b>Continuing Education</b> - 3 fee-for-service contracts	Supervision of ESL & Links Programs. Responsible for program expansion, movement, closure of classes, & assist with curriculum development & implementation.		21 hours per week	Extension of Contract from the County – approximate end date is July 1, 1999.

DEPARTMENT	SERVICES PROVIDED	BOARD APPROVAL DATE	NUMBER OF HOURS WORKED PER WEEK	EMPLOYMENT DATES
	Computer Labs for General Interest Day Courses – Instructs, provides technical services and co-ordinates Lab use.		21 hours per week	Tied to program need. Payment of services comes out of Fees charged to clientelle.
	Youth Intern Program			1 year renewable contract with Human Resources Development Commission. Board is reimbursed salary.
<b>Elementary &amp; Secondary Principals &amp; Vice-Principals</b>  - 3 fee-for-service contracts	Elementary or Secondary Principal or Vice-Principal duties as per the Education Act and such duties as assigned by the Superintendent of Education.	This matter was discussed with the Board in September, 1998		The length of the fee for service contract will be tied to the promotional process and the rules under the Teachers' Pension Plan (maximum of 95 days)





# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092  
FAX: (905) 521-2511

OFFICE OF THE DIRECTOR OF EDUCATION AND SECRETARY

## MEMORANDUM

TO: The Director of Education

FROM: Ken Waters, Superintendent of Education

RE: 'Draft' Suspension of Students Policy

### Recommended Action:

It was moved by \_\_\_\_\_ that the 'draft' Suspension of Students Policy be approved as distributed.

### Rationale:

Both the Joint Advisory Committee and Executive Council have reviewed the document and the policy has been revised reflecting discussions within both groups. Consequently, the draft policy is attached for trustee approval.

Nov. 3/98  
/mlr  
Encl.



14-1

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# DRAFT

Policy No. 001

## SUSPENSION OF STUDENTS

Date Approved: 00/00

Projected Review Date: 00/00

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**POLICY STATEMENT:** It is the policy of The Hamilton-Wentworth District School Board that suspension of students shall be in accordance with the appropriate provisions of the Education Act, other relevant legislation, and the operating procedures outlined. The maximum period of suspension shall not exceed twenty (20) days.

### OPERATING PROCEDURES:

- 1.0 The wording of the suspension letter shall be precisely as outlined in Section 23 of the Education Act (persistent truancy, persistent opposition to authority, habitual neglect of duty, the willful destruction of school property, the use of profane or improper language, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school).
- 2.0 Copies of the letter of suspension shall be forwarded to the Director/Secretary of the Board, appropriate superintendent of education, student concerned (if 18 years of age), teacher(s) of the student, attendance counsellor, and filed in the OSR folder.
- 3.0 In all cases, the parent/guardian must be contacted immediately and apprised of the suspension and how the letter of suspension is being forwarded.
- 4.0 The right of appeal within seven (7) days by letter to the Secretary of the Board shall be included in the letter of suspension.
- 5.0 A principal may, after reaching agreement with the parent/guardian of a pupil, require such pupil who has been disruptive or troublesome to return to his/her home for a day as a temporary withdrawal. Such action shall not be considered as a suspension, provided that the length of the withdrawal does not extend beyond the school day next following the actual day of the withdrawal.
- 6.0 School work shall be made available upon request during the course of the suspension; however, the student is not permitted on school grounds, either to pick up or return such work. Attempts shall be made to accommodate a student's evaluation.

**SUSPENSION REVIEW PROCESS:**

- 1.0 Upon receipt of a verbal/written appeal to the suspension, the appropriate superintendent shall contact the parent/guardian forthwith to arrange a meeting with the parent/guardian and the principal. The student and/or vice-principal may be requested to attend the meeting. Where the student is of legal adult age, the student shall determine whether or not his/her parent guardian is to be contacted.
- 2.0 At the meeting, the appropriate superintendent will:
  - a) review the suspension, particularly the duration of, the reason for, and implications of the suspension, and make every reasonable effort to resolve the situation.
  - b) where the matter is not resolved:
    - I) advise the parent/adult student of the right to a formal appeal to the Board, and
    - II) explain the process of a Suspension Appeal Hearing.
- 3.0 Where the decision of the superintendent is acceptable to the parent/guardian/adult student, the superintendent shall confirm the agreement in writing to the parent/guardian/adult student with a copy to the principal.
- 4.0 Where the parent/guardian/adult student wishes to proceed with a formal appeal to the Board, the superintendent shall:
  - a) immediately notify the Secretary of the Board of the request;
  - b) advise the principal of the formal appeal;
  - c) inform the parent/adult student of the date and time of the hearing and the process at the hearing.

**SUSPENSION APPEAL HEARING:**

- 1.0 The hearing shall be called to order by the Chair of the Board, who shall explain the process to be followed:
  - a) introduction of all present;
  - b) if the parent and suspended student are not represented by legal counsel, they may conduct their own proceedings;
  - c) presentation by the principal of the reasons for the suspension;
  - d) presentation by suspended student, parent/guardian, or counsel;
  - e) trustees' questions;
  - f) after all evidence is heard, all presenting parties and their counsel leave the hearing room while the trustees consider the information and reach a decision;
  - g) if trustees require clarification, all parties must be called back into the room;
  - h) following trustee deliberation, all parties are called back to the room where the decision of the trustees is announced by the Chair;
  - i) the decision of the trustees will also be communicated to the student and parent/guardian by registered mail, by the Secretary of the Board.

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1998 11 05

15

**TO:** Merv Matier, Director of Education  
**FROM:** P. Gillie, Superintendent of Education  
**RE:** School Year Calendar for 1999 - 2000 - Preliminary Information

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**RECOMMENDATIONS:**

1. Moved by \_\_\_\_\_ that instructional days for students in the 1999 - 2000 School Year commence on Tuesday September 7, 1999, the day following Labour Day.
2. Moved by \_\_\_\_\_ that the School Year Calendar Committee be convened to determine for recommendation to the Board by March 1999, the schedule of Professional Activity Days, Examination Days, and instructional days for the 1999 - 2000 School Year.

**RATIONALE:**

1. Executive Council has reviewed the Ministry details for the 1999 - 2000 School Year and recommends establishing the commencement of instruction for students. In the 1999 - 2000 School Year there are 195 days between September 7, 1999 and June 30, 2000. Regulation 304 requires a minimum of 194 school days to be comprised of at least 190 instructional days and up to 4 Professional Activity days. No more than 10 examination days may be scheduled in the school year. All holidays and break periods are already determined. (see attachment).
2. The establishment of the commencement of instructional days for students for the 1999 - 2000 School Year sets the key factor for planning the calendar. Establishing this aspect of the calendar at this early date gives appropriate notice to parents and direction to the Calendar Committee.
3. The number of instructional days, the schedule of Professional Activity Days and the Examination Schedule need to be determined.
4. The School Year Calendar Committee has been composed of representation from amongst staff and parent groups in the Board. The following groups have made up the Committee in the last several years. Each group would be invited to designate a representative to participate on the Committee and provide input on behalf of the respective group. The Board may want to indicate other groups to include.

Superintendents (Chair)	Home and School
Trustees	Elementary Teachers
Elementary Principals	Secondary Teachers
Secondary Principals	Other Union Groups
School Councils	

**ATTACHMENTS:**

- ☐ School Year Calendar 1998 -1999 to 2003-2004 from the Ministry website
- ☐ School Year Calendar 1999-2000 Preliminary Information



# School Year Calendar

## 1998-1999 to 2003-2004



For information on school years prior to 1998-1999, please see School Year and School Holidays, 1994-1995 to 1998-1999.

1. The following charts are provided for the guidance of school board officials in the preparation of school year calendars. School boards are required to prepare, adopt, and submit to the Ministry of Education and Training, on or before May 1st of each year, the school year calendar(s) to be followed in the next school year.
2. The school year calendars must be completed in accordance with the *Education Act* and Regulation 304, School Year Calendar. Where a board wishes to adopt a school year calendar *that is different from the requirements* in section 2 of the regulation, the board shall submit the proposed school year calendar to the Ministry of Education and Training for approval on or before March 1st of the preceding school year.
3. A school year shall include a minimum of 194 school days to be comprised of at least 190 instructional days and up to 4 Professional Activity days. No more than 10 examination days may be scheduled in the school year.

## SCHOOL DAYS

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Total number of school days available (Sept. 1 - June 30)	197	198	197	195	195	198
Minimum number of school days required by regulation	194	194	194	194	194	194

## SCHOOL HOLIDAYS

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Labour Day	Sept. 7	Sept. 6	Sept. 4	Sept. 3	Sept. 2	Sept. 1
Thanksgiving Day	Oct. 12	Oct. 11	Oct. 9	Oct. 8	Oct. 14	Oct. 13
Christmas break (inclusive)	Dec. 21 - Jan. 1	Dec. 20 - 31	Dec. 25 - Jan. 5	Dec 24 - Jan. 4	Dec. 23 - Jan. 3	Dec. 22 - Jan. 2
Mid-Winter break (inclusive)	Mar. 15-19	Mar. 13-17	Mar. 12-16	Mar. 11-15	Mar. 10-14	Mar. 15-19
Good Friday	April 2	April 21	April 13	March 29	April 18	April 9
Easter Monday	April 5	April 24	April 16	April 1	April 21	April 12
Victoria Day	May 24	May 22	May 21	May 20	May 19	May 24



15-2

School Year Calendar - 1999 - 2000 PRELIMINARY INFORMATION

MONTH	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Exam Days	Number of Teaching Days in the Month	1st Week							2nd Week							3rd Week							4th Week							5th Week															
					M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S									
August				0	2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27	30	31																
September				18	1	2	3	4	5	6	7	8	9	10				13	14	15	16	17			20	21	22	23	24	27	28	29	30															
October				20														11	12	13	14	15			18	19	20	21	22	25	26	27	28	29														
November				22	1	2	3	4	5	6	7	8	9	10	11	12		15	16	17	18	19			22	23	24	25	26	29	30																	
December				13	1	2	3	4	5	6	7	8	9	10				13	14	15	16	17			20	21	22	23	24	27	28	29	30	31														
January				21	3	4	5	6	7	8	9	10	11	12	13	14		17	18	19	20	21			24	25	26	27	28	31																		
February				21	1	2	3	4	5	6	7	8	9	10	11			14	15	16	17	18			21	22	23	24	25	26	29	30																
March				18	1	2	3	4	5	6	7	8	9	10				13	14	15	16	17			20	21	22	23	24	27	28	29	30	31														
April				18	3	4	5	6	7	8	9	10	11	12	13	14		17	18	19	20	21			24	25	26	27	28																			
May				22	1	2	3	4	5	6	7	8	9	10	11	12		15	16	17	18	19			22	23	24	25	26	29	30	31																
June				22														12	13	14	15	16			19	20	21	22	23	26	27	28	29	30														
Total				195																																												

NOTE: Professional Activity Days and Examination Schedule to be determined



# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

**Date:** 1998 11 05

**To:** Education Committee

**From:** Executive Council

**Re:** Secondments

## Recommendation:

Moved by \_\_\_\_\_ that the Board receive the information that one Instructional Services support staff position for "Assessment, Evaluation and Reporting" be a secondment of an elementary principal. The term for this appointment would begin as soon as possible with termination June 30<sup>th</sup>, 1999, subject to renewal.

## Recommendation:

Moved by \_\_\_\_\_ that the Board receive the information that the two Instructional Services support staff positions for:

- a) the "Secondary School Reform Special Assignment / Curriculum Implementation" be a secondment of a secondary vice-principal. The appointment would begin as soon as possible with termination January 31<sup>st</sup>, 1999, subject to renewal.
- b) the position for "Assessment, Evaluation and Reporting" be a secondment of a secondary vice-principal. The appointment would begin as soon as possible with termination January 31<sup>st</sup>, 1999, subject to renewal.

## Background:

### Assessment, Evaluation & Reporting

In June 1998 the Board approved the posting of two support staff positions for "Assessment, Evaluation & Reporting" and these were duly posted throughout the system. The lack of response determined a re-posting of the same two positions in September 1998. Once again, the response was disappointing. It was determined that we would advertise provincially; but, we received only two responses, both unsuitable.

Throughout this fall term as we reviewed CAT2 results, prepared for EQAO statistics and implemented the Provincial Report Card, we often spoke about how critical assessment and evaluation are to improving student achievement. We recognized that we wanted to use our system and provincial measures in combination with school review to develop strong School Action Plans as well as a System Action Plan. Executive Council identified that school administrators would provide a significant influence within the "Assessment, Evaluation and Reporting" support role since the administrator must assess, evaluate and report on the program delivered within the school setting. All of these important tasks are provincially mandated with required reporting of our plans to demonstrate accountability.



Two school administrators have indicated a willingness and commitment to guide our schools and staff through the process of creating and implementing action plans. During this period of massive changes, leadership is needed to support our schools; therefore, our recommendation is that the two support staff positions be secondments with funds transferred from the Instructional Support Staff line to the Administrator line.

#### Secondary Reform

To date a Secondary School Reform Steering Committee has been established and a planning framework has been developed. While general information regarding Secondary School Reform has been available since February 1998, specific information is just beginning to be delivered.

A situation similar to the results of the Assessment, Evaluation and Reporting postings occurred for the Secondary School Reform Curriculum/Implementation Special Assignment position. A secondary school vice-principal who was interested and skilled in the area of curriculum implementation, applied for the position, and as a result, it is recommended that this position be filled through a secondment with funds transferred from the Instructional Support Staff line to the Administrator line.

#### Changes for Elementary Administrators

Kathy Watters has indicated that she would be prepared to assume the role of SAA – Assessment. She is currently principal at Prince Philip School.

Suzanne Dube is vice-principal at Saltfleet High School. Suzanne will serve as Special Assignment Administrator for Secondary School Reform in preparation for the provincial mandates beginning in September 1999.

The new Principal at Prince Philip will be Ruth Anne MacFarlane who has been designated to the Principal Readiness Pool in June. She is currently the Vice-Principal at Prince of Wales.

The Acting Vice-principal at Prince of Wales will be Scott Lowrey. The Acting position will end on January 1, 1999. At that time the promotion process will have determined a Vice-principal to be assigned to Prince of Wales. Scott is qualified as a principal and is currently teaching Grade 7 at Prince of Wales. The Principal at Prince of Wales, Dave Repchuk, is confident that he can find an occasional teacher to replace Scott until the end of December.

#### Changes for Secondary Administrators

Wilma Dowling is vice-principal at Sherwood Secondary and will be the other Assessment, Evaluation and Reporting administrator; thereby, allowing us to cover both panels in providing support for the provincially mandated assessment and reporting.

As a result of discussions held by Executive Council it is recommended that Wilma Dowling and Suzanne Dube be assigned to perform central tasks. Wilma Dowling will be working with Superintendent Botting to prepare the necessary responses to the EQAO issuance of the testing results. Suzanne Dube will be working with Superintendent Bond to take on a lead role in the implementation of Secondary School Reform.

The two Occasional Secondary Vice-principals will be paid a per diem rate based upon the entry level salary for the city vice-principal. There will be no benefits or holiday pay included. The funds to cover these costs will be transferred from the consultant line to the school administration line. This situation for Semester II will be reviewed during the month of January.



# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092

**Date:** 1998 11 05

**To:** Education Committee

**From:** Marguerite Botting, Superintendent of Instructional Services

**Re:** Section 27 Administrator

## Recommendation:

Moved by ----- that the administrative position for the Section 27 programs be contracted on a per diem basis from November 9<sup>th</sup> 1998 to June 30<sup>th</sup> 1999, under the supervision of the Superintendent of Instructional Services. Costs will not exceed the funds provided by the Ministry for liaison support.

## Rationale:

Formerly, Section 27 programs have had administrative support in one of two ways:

1. An individual program would be linked to the principal of a neighbouring secondary school.
2. All programs would be linked to the principal of continuing education.

In all cases, time and support given to the programs was an additional responsibility for the secondary principal already fully committed to his or her school with program.

In September 1998, the Ministry approved four new programs bringing our number to 42 in total. The Ministry has provided \$146,313 for liaison support for two staff positions. We used one position for a full-time consultant who works in a supporting role with program staff and students, as well as our community partners. The tasks which still must be completed are:

- \* Performance appraisals for probationary teachers
- \* Ongoing evaluation for permanent teachers
- \* Disciplinary issues
- \* Evaluation of program for granting of credits
- \* Hiring of new and occasional staff
- \* Staffing for the summer program
- \* Review of \$2.7 million budget
- \* Preparation of Section 27 program contracts for 1999-2000

During this fall term, our Board has contracted to secure the experience and skills of retired principals. This has allowed us to bridge circumstances that are short-term but critical in that administrative tasks must be completed. In comparison to other school boards, our Board has a very large number of Section 27 programs and there is a corresponding responsibility to supervise the programs in a consistent manner. A former secondary school principal is prepared to serve as an administrator on a per diem basis fulfilling those functions that are beyond the role description of a consultant. It is important to recognize the short-term requirement as the Ministry is reviewing its method for funding Section 27 programs. Our contract would terminate June 30<sup>th</sup>, 1999 in anticipation of any changes the Ministry might make.

# D I S T R I B U T I O N

*EDUCATION COMMITTEE*  
*1998 11 05*





# Provincial Report Card Inservice

Schools may choose to use either electronic version of the report card.

In order to support schools in completing the elementary electronic report card, support will be offered by the Information Technology Team in the following ways...

Workshops	ESAP	Filemaker Pro
<b>Awareness Sessions</b> These presentation style inservice sessions will provide an overview of the changes to the electronic report card. <ul style="list-style-type: none"> <li>• What's New?</li> <li>• Q &amp; A</li> <li>• Hints &amp; Tips</li> </ul> <p><i>No registration required. All interested teachers are invited to attend.</i></p>	ESAP update disks will be available at these sessions. <p><b>Tuesday, October 13</b> 4:30 – 5:30 p.m. <b>Memorial Building</b> 357 Wilson Street East Ancaster</p> <p><b>Wednesday, October 14</b> 4:30 – 5:30 p.m. <b>Hess Street</b> 107 Hess Street North Hamilton</p>	CD's <u>may</u> be in your schools by the week of the 12th. <p><b>Tuesday, October 13</b> 4:30 – 5:30 p.m. <b>Sir Wilfrid Laurier</b> 70 Albright Road Hamilton</p> <p><b>Wednesday, October 14</b> 4:30 – 5:30 p.m. <b>Memorial Building</b> 357 Wilson Street East Ancaster</p>
<b>Hands-on Sessions</b> A 1/2 day train-the-trainer inservice for one teacher in each school that will be selecting an electronic version for the first time. <ul style="list-style-type: none"> <li>• Installation on home or standalone computers</li> <li>• Entering student information</li> <li>• Supporting other teachers in your school</li> <li>• Hints &amp; Tips</li> </ul> <p><i>Have your principal call Kathy MacDonald-Gillis 527-5092 x2515 to register to be a trainer in your school. Please identify which date you will attend. Supply teacher costs will be covered.</i></p>	For schools using ESAP for the first time. <p><b>Tuesday, October 20</b> 9:00 – 11:30 a.m. <b>Briarwood Adult Learning Centre</b> 1842 King Street East Hamilton</p> <p><b>Tuesday, October 20</b> 1:00 – 3:30 p.m. <b>Briarwood Adult Learning Centre</b> 1842 King Street East Hamilton</p>	For schools using Filemaker Pro for the first time. <p><b>Tuesday, October 20</b> 9:00 – 11:30 a.m. &amp; 1:00 – 3:30 p.m. <b>Dundana Public School</b> Dundana Avenue Dundas</p> <p><b>Wednesday, October 21</b> 9:00 – 11:30 a.m. &amp; 1:00 – 3:30 p.m. <b>Briarwood Adult Learning Centre</b> 1842 King Street East Hamilton</p>

Reports will be installed on each school network by technical services personnel.  
Teachers attending the hands-on sessions will offer workshops in their own schools.  
Additional hands-on workshops will be added if required.





# Making IT Work

A Resource Guide To Integrating Information Technology Across The Curriculum

JK-3 Edition

Sept./Oct. 1998

## Hamilton-Wentworth Teachers Caught Making IT Happen !!!

Welcome to the Premiere Edition of "Making IT Work", a newsletter designed to assist teachers in integrating Information Technology across the Ontario Curriculum.

One of the hardest parts in creating a resource like this is deciding what should be included. Should it include integration ideas? Software reviews? A spot for teachers to write in and ask questions? Highlight web sites that support curricular outcomes? So, we asked you ... classroom teachers ... what you wanted in a bi-monthly resource guide and you said, "We want it all!" We listened to your input and this premiere issue of "Making IT Work" is the result everything you asked for and more.

Here are just a few of the features you will find inside each issue:

- **"Meet The Team"** — a chance to meet some of the people who will be directly supporting you and your school — we even give you phone numbers!
- **"The Software Corner"** — reviews and recommendations of licensed software — to help keep you from drowning in all the titles out there.
- **"Web Watch"** — a review of Internet sites which offer excellent content and are easy to use.
- **"Ask Chip"** — a Q&A section designed to allow you to write in and get some answers.
- **"Readers' Corner"** — a look at professional readings available both in-house and beyond.

- **"Integration Central"** — probably the most popular section, listing engaging activity ideas you can do with your students.

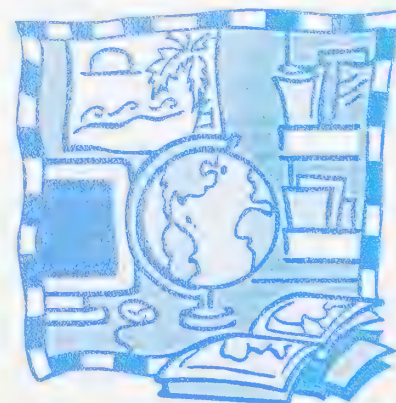
Often when you pick up things to read involving computers and IT, you might feel you need a Ph.D. in Computer Science to understand what they are talking about. ... not so, with "Making IT Work". This is a newsletter for teachers, by teachers.

There will be two editions: JK-3 and 4-8 — with the main differences being the integration ideas and software foci. (The 4-8 edition will start next month.)

Let us know what you think ... your comments, suggestions and contributions are the only way we can work together to ensure a quality product. Help us make something you look forward to seeing in your mailbox!

We hope you enjoy this first issue, and look forward to assisting you in making IT work in your classroom this year.

The IT Team



## In This Issue:

Meet The Team	Page 2	Web Watch	Page 6
Feedback	Page 2	"Ask Chip"	Page 7
OESS Software	Page 3	Readers' Corner	Page 7
Integration Central	Page 4/5	Bits & Bytes	Page 7



## Getting IT Together – Meet The Team

This school year has brought a great number of changes in many areas ... Information Technology is no exception.

Over the summer, while many were enjoying cottage life, hopeful candidates from across the amalgamated Board were vying for positions on the new Information Technology Team. Several weeks and many interviews later, the Team was set.

### Who are they?

Lesley Cordero, the IT Consultant, was formerly a Project Team Leader in Hamilton. Many know her best as the person who helped co-ordinate the many highly successful workshops offered around the Board.

Rob Stringer is continuing in the role of Special Assignment Resource Teacher. Rob had been in this role part-time for the past two years, and is excited about returning to the position in a full-time capacity.

John McKnight, formerly a Project Team Leader in Numeracy & Problem-Solving, has also joined the team ranks as a Special As-

signment Resource Teacher.

Dan Walker has left behind his role of Staff Development Co-ordinator and is returning as a Special Assignment Resource Teacher.

### What can they do for you?

Although most of their efforts will be focussed at the system and cluster level, they can be called in to support school and classroom initiatives in IT. Their basic mission is to help teachers meaningfully integrate Information Technology across the Curriculum. ... with the larger goal being to support improved student learning. This newsletter is one initiative aimed at assisting you in your classroom.

Lesley and Rob are the IT Resource contacts for all East-end Elementary Schools, and John and Dan for West-end schools.

Meet more of the team in the next issue.



Lesley Cordero  
(905) 730-4804



Rob Stringer  
(905) 730-4805



John McKnight  
(905) 730-4806



Dan Walker  
(905) 730-4807

## Feedback:

Do you have an interesting idea for a story? Would you like to become a "field reporter"?

Have a question for the "Ask Chip" section?

Would you like to sign up for a free subscription, delivered straight to YOUR school mailbox so you don't miss a single issue?

Whatever your reason, we would LOVE to hear from you. It's easy.

Here's how to contact the editor:

E-mail: [rstringe@hwdsb.on.ca](mailto:rstringe@hwdsb.on.ca)

Mail: Memorial Building, Ancaster

Fax: (905) 648-5583

Voice: (905) 730-4805

### SUBSCRIPTION INFORMATION:

As mentioned before, this publication is free to HWDSB employees.

The easiest way to subscribe is to send us an e-mail:

In the subject area type SUBSCRIBE.

In the message area type in all the details, such as your name, school, and grade level.

That's it! Within days you will receive your own personal copy of the current issue, as well as all future issues.

Hope to hear from you soon ...

Rob





## The Software Corner: Spotlighting OESS & Board Licensed Software

“Hmmm, which

piece of software should my students use for this lesson? There are too many choices!”

Ever find yourself in the above situation? Trying to choose that “right program” from an ever-growing list of software titles? Given all the other demands on your time, how are you ever supposed to keep up on what’s new, let alone what’s a good curricular match! Add to that the confusion about what is “Board Licensed” given amalgamation . . . HELP!

Well, help has arrived! Here at The Software Corner we will help you sort through the titles by reviewing and recommending differ-

ent programs that can be used with your classes. Then, in other sections of the newsletter, we’ll also provide integration ideas, templates, worksheets or tell you how you can access them. Sound OK?

Before we begin, let’s try to sort out some confusion about licensing.

Each year The Ministry of Education & Training (MET) licenses, or purchases the rights for schools to use, pieces of software to support the Curriculum — referred to as Ministry Licensed or OESS software (See sidebar for more information).

Sometimes Boards buy rights for their schools to use additional software not licensed by the MET — Board licensed software. This might aid implementation of Board initiatives or perceived gaps in avail-

able software. We hope to consolidate our Board licenses shortly, because prior to amalgamation, different titles were licensed by the Boards.

Finally there is school purchased software. This might be lab-packs, site licenses, or individual copies of programs.

What’s the difference? The only real difference is who pays. Both Ministry and Board licensed software is available FREE to schools. Not a bad deal! (Some, not all, is also licensed for teacher home use — for lesson preparation.)

Check with your Principal, or school Information Technology Contact (ITC), a.k.a. site administrator or SYSOP, for more information regarding copies.

### KIDPIX 2:

KIDPIX 2 enables students to use the computer in a playful way to create art that’s uniquely their own. The program contains a wide array of features that are particularly valuable for the classroom including:

- Multimedia slide show feature that allows video, animation, and sound; students can even record their own voices
- Menus and “talking alphabet” in both English and Spanish
- Printing in four different sizes
- Eight different color palettes with lots of different textures and brush effects
- Eight font styles in four sizes with which to communicate and experiment
- Over 300 rubber stamps
- Small Kids Mode restricts student access to the hard drive or other applications



of the curriculum, from creating and printing alphabet books to developing interactive projects. With just this one piece of software, you could easily cover 80% of the Ontario Curriculum expectations involving IT. It definitely deserves a look!

Teacher’s Guides, user manuals and integration idea sheets are available but should already be in your school. Check with your Principal or school IT contact.

Don’t let appearance fool you ... this is much more than just an Art program. Students can use the power of KIDPIX 2 tools to visualize and illustrate concepts and ideas in every area

### What Is OESS?

Good question. The Ontario Educational Software Service (OESS) at TVOntario offers quality educational software and CD-ROMs to Ontario public and separate school boards, native education authorities, and university faculties of education. This software is approved and licensed by the Ontario Software Acquisition Program Advisory Committee (OSAPAC). OESS software is often referred to as “Ministry Licensed”.

All users on the web may now search the OESS database online via TVOntario’s web site at:

[www.tvo.org/oess](http://www.tvo.org/oess)

and/or check out detailed descriptions of software at OSAPAC’s web site:

[www.tvo.org/osapac](http://www.tvo.org/osapac)

## KIDPIX 2:

### Note To Self:

Kidpix 2 is GREAT!  
With only this one program I can meet most of my curricular needs. Students will love the Slideshow where they can take pictures they have saved, add sounds and transition effects — even record their own voices!

Parents LOVED the slide show running at open house with important dates and events on it (not to mention kids' work).

Easy to use, great teacher's guide, engaging for staff & students!

Find more stamps that start with these letters.

a A  
↓

b B  
⊗

c C  
x





A

is for:



apple

### Foods We Eat

			
HOT DOG	APPLE	FRIES	HAMBURGER

Use the Moving Van tool to drag each stamp to the appropriate category.

ROUND

STRAIGHT

### Language Ideas:

- alphabet books
- autobiography
- interactive riddle book
- class yearbook/diary
- spelling tests
- sorting by consonant/vowel
- poetry
- word search
- descriptive writing

### Math Ideas:

- graph & chart
- illustrate concepts like fractions

Science & Social Studies too!

TITLE: KIDPIX 2

LICENSE: Ministry of Education & Training

PLATFORM(S): DOS version available  
Windows version available

LANGUAGE: English

GRADES: JK-8 and beyond

CURRICULAR LINKS: Language  
Math  
Science & Technology  
Social Studies  
Arts

RESOURCES: User Guide  
Teacher Guide  
Template Disks

Web Tutorial (great for teachers/students)  
Can be read on-line or printed.

[http://www.learningspace.org/  
prof\\_growth/training/Kidpix/  
KidPixOverview.html](http://www.learningspace.org/prof_growth/training/Kidpix/KidPixOverview.html)

Other Teachers!

**TOP SECRET**

*Personal Record Of Ideas:*

Watch  
For  
workshops!



Kid Pix 2



## Web Watch

### Language:

#### Poetry Pals:

#### The K-12 Student Poetry Publishing Project

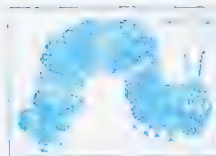


<http://www.geocities.com/EnchantedForest/5165/index1.html>

Every two months, a different style of poetry will be featured at Poetry Pals. Interactive activities have been developed for K-12 students and may be modified according to students' interests & abilities. Integrating poetry across the curriculum is a great way to motivate students to write. Students can work directly from these web pages or teachers can print them and use the ideas to develop their own lessons. Many work well in a classroom computer or poetry center.

#### The Official Eric Carle Web Site

<http://www.eric-carle.com/>



Here is just a sampling of this site:

- "Caterpillar Exchange" (for creative applications of his books in the classroom)
- Frequently Asked Questions posed by children
- listings of all Eric's books including descriptions and pictures



### Teacher Reference:

#### Adobe Acrobat Reader



<http://www.adobe.com/prodindex/acrobat/readstep.html>

As you browse sites, such as the Ministry of Education & Training, you'll notice that some documents have been created in Adobe Acrobat Portable Document Format (PDF files). To view these documents, you'll need to install the Adobe Acrobat Reader software on your computer. It's available free of charge from the Adobe Web site.

Unlike Hypertext Markup Language (HTML) used to create most web pages, PDF preserves the look of the printed publication so that when you download a PDF file from this site, you'll be able to view the document in its original format, with its original layout and colours. Ask your school IT Contact or Principal for more information, or ask them to book a demo/workshop.

### Hamilton Public Library

<http://www.hpl.hamilton.on.ca/>

Home Access to the Catalogue is here. At long last! Home Access to the catalogue has arrived! You can now log onto the Catalogue from your home and be able to do many of the things that can be done inside the library. You can use the Catalogue to:

- find library materials
- check your library record
- place and cancel holds
- renew materials

At the main menu, simply click where it says CATALOGUE and then just follow the on-screen directions.

### Sci./Tech.:

#### Integrating Mathematics, Science and Language: An Instructional Program

<http://www.sedl.org/scimath/pasopartners/>



An electronic resource guide offering lesson plans, instructional strategies and activities, suggested teacher and student materials and assessment procedures. Relevant storybooks are even suggested. Individual topics can be viewed or printed from the Web (HTML-format). Topic guides are also available as PDF's (Portable Document Format).

K-3 topics include, by are not limited to:

- *The Senses, Plants and Seeds*
- *The Human Body, Good Health*
- *Matter and Simple Machines*

### SCHOOLNET:

#### The GrassRoots Program

<http://www.schoolnet.ca/grassroots/e/>

GrassRoots, together with its provincial partners and sponsors, promotes the development of information technology skills in the classroom. Canada's K to 13 teachers are invited to submit their Internet-based classroom projects and receive \$300. Create your own project or participate in one. Use the GrassRoots resources to help you and your students get on the information superhighway!! Click on the Project Centre button to search the Project Gallery, Submit a Project Proposal or check out the Teacher TooKit.





## "Ask Chip"

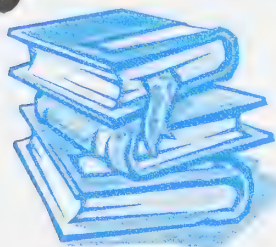
**D**ear Chip,  
*HELP! I  
want to do more in  
the lab with my  
students, but don't*

*have the time to learn all kinds of new software. Can you recommend a title that would be easy to learn and could cover most of my curricular needs for Primary grade students?*

*Signed, "Frazzled In Freelon"*

Dear "Frazzled",

Add this title to your survival kit ...KIDPIX2. Although only marketed as an Art/Drawing program, you can easily use it across the curriculum. Explore patterns in math, sort & classify objects, create simple media works (slide shows), write and illustrate stories & poems, and much more! Add to this



## Readers' Corner

**W**hen the idea of free time seems like a distant memory, the thought of diving into Professional Reading may sound like a bad joke. However, for those of you who might like to pick up an article or book now again to help "sharpen the saw", as Steven Covey puts it, then this section is for you.

Each issue will point you to various resources and/or readings having to do with using technology in your classroom or dealing with it in your personal life. Some may be found on the Internet, in our Professional Library, Media Centres or on the bookshelves of your local book store.

Don't forget ... if you come across something you feel would be worth sharing with others, we'd love to hear from you too!

CLARISWORKS, with its word processor, ability to create graphs and charts and lots more — you have everything you need in just two programs! How's that for manageable. (

Dear Chip,

*I've got an old computer in my class but, quite frankly, don't use it much. Any ideas for the one computer classroom and/or off-computer activities?*

*Signed, "Curious in Cluster"*

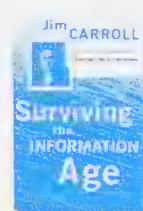
Dear "Curious",

You bet! For a copy, e-mail or fax my pal Rob Stringer (see Feedback section) and he'll mail or fax you some idea sheets. Hope this helps.



**From Now On: The educational Technology Journal**  
<http://fromnowon.org/>

An excellent on-line resource offering monthly articles on everything from assessment strategies & surviving change to staff development & current educational research. Articles are easy to read either on-line or can be printed out. Free e-mail subscriptions will even deliver each month's copy right to your electronic mailbox. Well worth a look.



**Surviving The Information Age — Jim Carroll, \$14.95 US, 0-13-629502-9**

An engaging, humorous and non-technical account of how we can overcome anxiety and face the future with confidence. Let Jim show you how to triumph in the wired world.

## Bits & Bytes

### FREE E-MAIL

If you are thinking of becoming KeyPals with another school, or are just looking for an easier way to keep in contact with your peers, then consider requesting a Board e-mail ID.

You will then be able to check or send messages from anywhere with an Internet connection. For more information call Chris Chutko, 527-5092, ext. 2471.

### LOOKING FOR KEYPALS?

KeyPals (penpals using e-mail) are a great way to extend your Writing and Social Studies programs, not to mention the excitement your students feel when mail arrives!

Although many schools connect with teachers and classes around the world, some prefer to start locally (It sure makes the end of the year picnic easier). If you would like to have your name added to the list of interested classes, contact Rob Stringer (see Feedback section) with your name, grade, school and any other appropriate details like class size, etc.

### WHERE ARE THEY?

Tired of waiting around for your copy of Ontario Curriculum documents, or have you misplaced one? Then look no further than the Publications section at the Ministry Web site at:

<http://www.edu.gov.on.ca>

### WORKSHOP WATCH:

By now the fliers should have arrived at your school for the Fall installment of computer related workshops. These high quality offerings are just what you may have been looking for ... workshops for teachers, by teachers. Sign up and see what others are doing with computers. Space is limited, so sign up today. If you have not seen the fliers, please ask your Principal or IT Contact person.



## The Back Page

### On The Lighter Side:

AUSTIN, Texas - The exasperated help-line caller said she couldn't get her new Dell computer to turn on. Jay Ablinger, a Dell Computer Corp. technician, made sure the computer was plugged in and then asked the woman what happened when she pushed the power button. "I've pushed and pushed on this foot pedal and nothing happens," the woman replied. "Foot pedal?" the technician asked. "Yes," the woman said, "this little white foot pedal with the on switch." The "foot pedal," it turned out, was the computer's mouse, a hand-operated device that helps to control the computer's operations.

At AST, another customer dutifully complied with a technician's request that she send in a copy of a defective floppy disk. A letter from the customer arrived a few days later, along with a Xerox copy of the floppy.

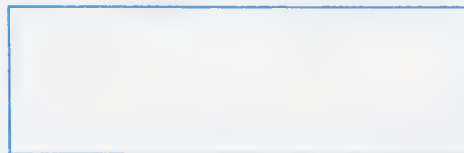
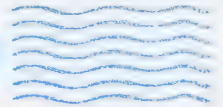
The software inside the computer can be equally befuddling. A Dell customer called to say he couldn't get his computer to fax anything. After 40 minutes of troubleshooting, the technician discovered the man was trying to fax a piece of paper by holding it in front of the monitor screen and hitting the "send" key.



"Yes, I think it's an error message."



Information Technology Team  
Memorial Building  
357 Wilson Street East  
Ancaster, ONT L9G 4B7





# THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558  
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5092  
FAX: (905) 521-2538

## Memorandum

**TO:** SALEP Committee Members

**From:** Malcolm Powell, Supervisor, Social Work Services

Tim Kaye, Social Worker, SALEP Centre

Warren Trimble, Teacher, SALEP Centre

**Re:** *SALEP GRANT APPLICATION*

**Date:** October 13, 1998

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Please find attached a grant proposal that we submitted to Human Resources Development Canada.

We just received word that our proposal was accepted and that we expect to receive \$113,000 to expand the activities of the Centre. This will allow us to have a SALEP Counsellor for 1 year, to increase our space, and to purchase equipment (especially computerized programs) all of which will compliment our current program.

Over the next month we will get more details, sign the contracts, hire a contract staff member, investigate space, etc. to implement the changes. It is likely that the phase-in period will be November-December 1998 with full implementation in January 1999.

We will provide more details at the next SALEP business meeting in January.



# SALEP

## Supervised Alternative Learning for Excused Pupils The Hamilton-Wentworth District School Board

Crestwood School 50 Millwood Place Hamilton L9A 2M8 (905) 387-9379

The Ministry of Education recognized that some students may not be able to profit from formal education instruction. Therefore, SALEP provides a supervised learning alternative for at risk youth 14 to 16 years old, which is the compulsory school age.

Some reasons for considering the SALEP program might include:

1. The inability to cope in a structured school program,
2. A significant loss of time from school for various reasons,
3. The inability to profit from regular school attendance,
4. The knowledge that as a registered student of a school, he/she will continue to retain the right to all available educational services.

The purpose of the program is:

1. To provide these students with life experiences which will enable him/her to acquire the knowledge and develop the necessary skills in problem solving and decision making required in every day life,
2. To enhance the student's opportunity for personal growth, self-esteem, independence, and self-discipline,
3. To broaden the student's awareness of the realities and opportunities in the work field,
5. To encourage interest in continuing education,
6. To provide educational and work opportunities.

Within the program many options are available to the student, which include:

1. Employment
2. Employment search
3. Work experience
4. Volunteer work
5. Independent home study
6. Alternative educational programs
7. SALEP Center

For a number of years the SALEP program has had, as one of its objectives, to increase its resources (programs and services) to the students under its auspices. In fact, at the same time, the resources for these at risk youth in the community have been dwindling. In the past the programs enrolment has reached 50 to 70 students, with numbers rising. We have seen success in the academic area with remedial and alternative programs. Due to limited staff and resources we have not been able to expand on career technology and work experience opportunities. The desire of SALEP is to develop the programming and work

experiences for these troubled and at high-risk students in their personal life as well as their schooling.

The personal risk factors usually include several of the following factors:

1. Family trauma, such as violence, abuse, neglect
2. Difficulty relating to authority
3. Impulsiveness
4. Poor self concept
5. Poor peer group
6. Substance abusers
7. Frequent health problems

The academic/school risk factors for these students usually include several of the following factors:

1. Frequent absenteeism, and lack of goal setting,
2. Difficulty with math,
3. Reading below grade level,
4. Special learning problems,
5. Poor communication and interpersonal skills,
6. Frequent/system changes,
7. Numerous suspensions,
8. Discipline problems,
9. Inability to tolerate structured activities,
10. Unable to view education as important and relevant.

In addition there are usually a number of family risk factors present including:

1. Devaluing education
2. Poor communication between home and school
3. Chaotic home background
4. Low income
5. Single parent

While there are a number of things that our system should be, and frequently are, doing for these at risk youth, there are still a number of students for whom we are responsible, who "Drop Out" of the system at ages 14 and 15. Some apply to the SALEP program to be excused from formal school for an alternative learning experience such as alter-education, employment, employment search, employment experience, or a another activity deemed to be in their interest. We are still charged with supervising the "prescribed program". These students have such high needs that they require intensive special personal and academic support within a very flexible delivery system.

In addition to the students coming to SALEP's attention there are least as many and likely a larger a group "parked in neutral" within their current school setting who have similar problems. They are usually failing at least half of their credits, frequently absent or suspended and have minimal commitment to the school or education. They will likely leave the school system as soon as they can legally do so and in the meantime may be using tremendous resources at the school level. They too require special personal and academic support within a flexible delivery system. There are likely hundreds more students in this situation within our District School Board.



## Proposal and costs to Human Resources Development Canada

To increase the success of meeting the needs of these students, we need the financial backing to further develop co-op experiences, work experience, employment opportunity and the related skills of those aspects of the SALEP program.

The role of the Counselor/Teacher would be to: \$30,000.00

1. Work with SALEP students providing increased opportunity in employment skills through individual and/or group experiences such; job search skills, self evaluation for occupations, resume writing, cover letters, interview preparation and rehearsal,
2. Research and present relevant career opportunities, necessary qualifications and training required,
3. Identify, develop and monitor protected "work experience" job sites, for co-op placement, volunteer placement, employment experiences, and possible full time employment
4. Provide relevant computer and technology skills for the work environment,
5. Facilitate entrepreneurship
6. Support academic programming in co-operation with SALEP.

### Rental and Administrative Costs

1. Paid to Hamilton-Wentworth District School Board..... \$20,000.00

### Equipment and Supplies

1. Five industry equivalent computers, Pentium 90 with 32 Meg ram, Internet access, two printers, computer tables, \$15,000.00
2. Honorariums \$500.00
3. Workshops \$2,000.00
4. Work boots, work clothes and safety equipment \$4,000.00
5. Computer programs \$15,000.00

### Office Supplies

1. Writing materials, paper pens, pencils, ect. \$4,000.00
2. Books, related to work programming \$2,000.00

### Transportation

1. HSR tickets \$2.50 x 40 x 180 \$18,500.00
2. Co-curricular trips 4, van rental \$ 180.00 + \$0.12 + tax \$2,000.00

Total budget propose..... \$ 113,000.00

Malcolm Powell, Social Work Services Supervisor (905) 523-5684

Tim P. Kaye, Social Worker SALEP

Warren A. Trimble, Teacher SALEP





Deputy Minister

Sous-ministre

98.10.30 Jean P.h.

MEMORANDUM TO: Directors of Education:

FROM: Veronica Lacey  
Deputy Minister

DATE: October 29, 1998

SUBJECT: Special Education: Intensive Support Amount Funding

I am writing on behalf of the Minister to confirm your approval for Intensive Support Amount funding (Levels 1, 2 and 3) within the Special Education Grant.

Ontario wants all students, including students with special needs, to have the opportunity for a high-quality education that will enable them to reach their full educational potential. In March of 1998, the Minister announced the new education funding model, including a new approach to funding special education that provided individualized funding for high needs students. \$1.052 billion was allocated for special education in this announcement, more than any Ontario government has ever committed to this important area.

In June 1998, the Minister announced that, in order to facilitate boards' planning and staffing processes, the preliminary allocation for special education funding announced in March would be guaranteed for the 1998/99 school year. Over and above this, boards which could establish that they require more funding to meet the needs of their exceptional pupils would be funded at the higher level, following a review of their students' needs by special education experts.

In determining the additional funding to be provided to boards for special education, the ministry followed an equitable and rigorous process. This process is now complete for all school boards and I am pleased to confirm the results of this validation for your school board. The details of your board's approval are attached, along with an overview of the results for all school boards.

In total, the government is confirming an additional \$127 M in funding for high needs students through the Level 2 & 3 Intensive Support Amount components of the Special Education Grant. This funding is in addition to the \$1.052 billion originally announced, resulting in a projected allocation of \$1.180 billion. This funding will support all students with special needs and will provide individualized support for the 25,000 students for whom Intensive Support Amount funding was approved. I am also confirming over \$2 M for Level 1 Intensive Support Amount funding, which provides for individualized equipment.

As you are aware, the new funding model is being phased in over time for school boards which are experiencing significant revenue change. The government has received advice from many school boards which are gaining revenue from the new funding model that the phase-in provisions, as outlined in the grant regulations released on June 16, may present difficulties with respect to ensuring that special education funding is spent on special needs students as required. To respond to these concerns the Minister will be recommending an amendment to these regulations for 1998/99.

This amendment would apply to boards subject to "negative mitigation". Where such a board will be receiving additional funding as a result of the ISA 2 and 3 validation results, this additional ISA 2 and 3 funding would not be subject to mitigation. This amendment would apply for the 1998/99 school year. Further details about how this amendment would affect grant calculations will be provided to boards shortly in the form of revised 1998/99 Estimates forms and other material.

Funding for special education has been increased and protected. School boards are required under the new funding model to ensure that their full special education allocation is spent on special needs students. This requirement was included in the Minister's announcement of the new funding model in March, 1998, and was reinforced in his memo to Chairs of school boards in May, 1998. The grant regulations for 1998/99, tabled on June 16, 1998, and the accompanying technical paper released by the ministry also documented this requirement.

### **Validation Process**

The validation process was carried out by special education experts on loan from or recently retired from school boards. Every district school board was visited by Validators who reviewed a cross-section of the board's ISA claims to ensure conformity with the ISA criteria set out in the ministry's **Resource Manual for the Special Education Grant, Intensive Support Amount (ISA)**.

For ISA 1, or equipment claims, Validators reviewed the claims for their consistency with the criteria and recommended an approved level of funding.

For ISA 2 and 3 claims, wherever a board had claimed more in ISA funding than its preliminary allocation, the Validators reviewed a statistically significant sample of claims. The rate of approval by category (ISA 2 or 3) has been applied to the total number of ISA claims by category, as submitted by the board, in order to determine a revised allocation. ISA 3 claims which were not approved, but which met ISA 2 criteria, were approved at that level wherever appropriate. Boards which received an approval rating of 95% or greater based on their total claims will receive funding for their full ISA 2 and 3 claims.



Where the approvals resulted in an allocation below the board's preliminary allocation, the preliminary allocation will be the basis for funding the ISA 2 and 3 components of the special education grant in 1998/99, as outlined in the grant regulations. Otherwise the higher funding level will be provided as the board's revised allocation for ISA Levels 2 and 3.

### **Results of Your Board's Validation**

The validation results for your board are attached. The Validators' findings, based on the files reviewed, are summarized in a report which will be forwarded to you under separate cover.

Please note that for boards receiving positive mitigation as a component of their 1998/99 allocations, this revised allocation may affect the mitigation calculation for your board. Therefore boards should review and revise their calculations accordingly.

### **In-Year Student Transfers**

Should students approved as meeting the ISA eligibility criteria transfer from one board to another in-year, the receiving board may apply to the ministry for a transfer of funding. Where necessary, these students' files will be individually validated to ensure that this is a student who meets ISA criteria. If validated, ISA funding will be added to the receiving board's allocation and reduced from the transferring board's allocation; when the transfer occurs in-year, a proportion of funding will be allocated to each board depending on the timing of the students' transfer.

Further information about the recording and approval of these transfers will be forwarded to you shortly.

Some boards have made inquiries to the ministry's district offices about submitting additional requests for funding in 1998/99. I wish to confirm that the approvals being released today will form the basis of funding for special education in 1998/99 and that there will not be further in-year approvals. Boards will be required to use these resources, which represent a significant additional investment in special education funding and which for most boards represents an increase over their preliminary allocations, to meet the needs of their exceptional students as required under the *Education Act*.

20-3

- 4 -

**Review of ISA Criteria**

An Expert Panel, chaired by Dr. Donaleen Hawes, President of the Ontario Council of Administrators of Special Education (OCASE) has been initiated to review the ISA criteria for the 1999/00 school year. If your board wishes to make a submission to the panel, it may be submitted to:

Heather Driver  
Coordinator, ISA Review Expert Panel  
Education Finance Branch  
21st Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

This funding commitment underscores the government's resolve to ensure that all students, including those with special needs, have the resources they need to meet their educational goals.

Sincerely,



 Veronica Lacey  
Deputy Minister

/attach.

## ISA FUNDING APPROVALS

DSB# 21

Hamilton-Wentworth DSB

VALIDATION RESULTS

	ISA 2	ISA 3	Total
Claims Submitted (FTE)	220.5	287.0	507.5
Claims Reviewed	47.0	68.0	113.0
Claims Approved	22.0	36.0	58.0
Claims Conditionally Approved	24.0	29.0	53.0
Claims Not Approved	1.0	1.0	2.0
Claims Transferred To ISA 2	0.0	0.0	0.0
Approval Rate *	97.9%	98.5%	98.2%

\* Where the total approval rate for the board is 95% or higher,  
100% of claims will be funded in both categories (ISA 2&3).

FUNDING APPROVED THROUGH VALIDATION PROCESS

ISA 1 Approvals		\$27,664
ISA 2	\$2,646,000	
ISA 3	\$7,749,000	
Total ISA 2&3 Approvals		\$10,395,000
Estimated Preliminary Allocation for ISA 2&3. **		\$11,281,628
(Table 1 x Estimated July 31 ADE)		

\*\* Board will receive the greater of the total ISA 2&3 approvals or  
the preliminary allocation for ISA 2&3 (as calculated by the board using  
Table 1 in Ontario Regulation 287/98 x ADE)

## SPECIAL EDUCATION FUNDING

	SEPPA*	ISA 1	ISA 2 & 3**	ISA 4	Total funding
1 Ontario North East	3,279,049	12,980	3,430,500	650,054	7,372,583
2 Algoma DSB	4,401,941	70,663	4,617,000	663,117	9,752,721
3 Rainbow DSB	5,226,191	27,395	3,548,384	2,835,877	11,637,847
4 Near North DSB	4,356,863	22,789	3,433,446	1,164,194	8,977,292
5.1 Keewatin-Patricia DSB	2,086,930	2,593	2,806,500	1,001,058	5,897,081
5.2 Rainy River DSB	948,382	11,545	1,072,500	207,149	2,239,576
6.1 Lakehead DSB	4,451,909	8,080	3,366,000	545,598	8,371,587
6.2 Superior-Greenstone DSB	999,030	6,859	980,737	0	1,986,626
7 Bluewater DSB	7,143,158	7,545	5,841,300	434,074	13,426,077
8 Avon Maitland DSB	5,996,908	140,051	6,283,500	1,490,076	13,910,535
9 Greater Essex County DSB	10,623,011	45,874	7,531,500	2,072,716	20,273,101
10 Lambton Kent DSB	8,767,901	45,786	8,333,128	140,850	15,287,666
11 Thames Valley DSB	24,437,630	63,987	15,796,500	5,284,089	45,582,216
12 Toronto DSB	81,598,840	287,833	119,374,965	10,524,110	211,785,749
13 Durham DSB	18,678,027	29,360	17,683,500	2,088,304	38,488,191
14 Kawartha Pine Ridge DSB	12,180,025	0	7,054,950	3,502,429	22,737,404
15 Trillium Lakelands DSB	6,312,902	27,295	5,722,928	400,949	12,464,074
16 York Region DSB	23,893,900	166,145	17,959,438	1,062,003	43,081,484
17 Simcoe County DSB	15,139,929	38,338	9,879,133	1,265,649	26,321,049
18 Upper Grand DSB	9,724,669	54,965	7,782,000	839,759	18,401,393
19 Peel District DSB	30,164,285	13,117	21,945,770	1,537,930	53,661,102
20 Halton DSB	12,252,716	37,856	10,293,000	2,683,145	25,266,717
21 Hamilton-Wentworth DSB	16,773,380	27,664	11,261,628	2,709,196	30,771,887
22 Niagara DSB	13,208,743	58,241	12,534,900	1,353,783	27,155,667
23 Grand Erie DSB	9,311,268	78,705	8,715,500	2,171,075	21,276,548
24 Waterloo Region DSB	16,227,105	54,796	13,192,500	1,742,439	31,216,840
25 Ottawa-Carleton DSB	21,831,367	0	21,027,610	313,750	43,172,727
26 Upper Canada DSB	11,094,204	7,829	11,439,000	678,507	23,219,540
27 Limestone DSB	6,823,736	6,048	5,754,000	1,047,978	13,631,762
28 Renfrew County DSB	3,718,356	0	2,494,500	73,547	6,286,403

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## SPECIAL EDUCATION FUNDING

	SEPPA*	ISA 1	ISA 2 & 3**	ISA 4	Total funding
29 Hastings & Prince Edward DSB	6,005,212	10,973	6,246,000	584,260	12,846,445
30.1 Northeastern Catholic DSB	1,024,052	9,271	1,093,500	74,500	2,201,323
30.2 Nipissing-Parry Sound Catholic DSB	1,150,118	2,601	2,133,000	52,178	3,337,897
31 Huron-Superior Catholic DSB	2,018,125	4,578	965,700	325,451	3,313,854
32 Sudbury Catholic DSB	2,491,026	10,393	1,446,750	110,768	4,058,937
33.1 Northwest Catholic DSB	446,416	236	280,507	0	727,159
33.2 Kenora Catholic DSB	337,490	10,707	789,764	0	1,137,960
34.1 Thunder Bay Catholic DSB	2,412,672	9,349	1,344,137	468,140	4,234,298
34.2 Superior North Catholic DSB	292,174	6,318	715,500	0	1,013,992
35 Bruce-Grey Catholic DSB	1,245,877	8,000	922,500	0	2,176,377
36 Huron-Perth Catholic DSB	1,483,185	1,296	838,313	0	2,322,794
37 Windsor-Essex Catholic DSB	7,950,681	31,399	3,723,300	608,242	12,313,622
38 London Catholic DSB	6,428,144	24,467	3,652,500	376,070	10,481,181
39 St Clair Catholic DSB	3,990,399	61,367	3,699,000	127,384	7,878,150
40 Toronto Catholic DSB	29,184,278	114,653	23,497,634	2,035,540	54,832,107
41 PVNC Catholic DSB	3,918,009	63,888	3,925,500	0	7,907,397
42 York Catholic DSB	12,668,445	31,055	12,186,000	211,667	25,097,167
43 Dufferin-Peel Catholic DSB	22,812,549	16,750	10,286,360	278,000	33,393,659
44 Simcoe Muskoka Catholic DSB	5,660,395	4,958	2,975,146	92,312	8,732,811
45 Durham Catholic DSB	7,545,707	34,830	5,903,138	736,502	14,220,177
46 Halton Catholic DSB	6,513,844	21,116	4,557,000	62,360	11,154,320
47 Hamilton-Wentworth DSB	7,966,188	56,934	8,803,500	152,900	16,979,522
48 Wellington Catholic DSB	2,192,801	34,343	1,683,000	0	3,910,144
49 Waterloo Catholic DSB	6,686,121	64,776	4,581,000	483,372	11,815,269
50 Niagara Catholic DSB	7,137,039	3,089	5,975,586	0	13,115,714
51 Brant Haldimand Norfolk Catholic DSB	2,855,930	25,440	2,155,500	0	5,036,870
52 Catholic District School Board Eastern Ontario	4,034,161	9,832	3,937,500	141,820	8,123,313
53 Ottawa-Carleton Catholic DSB	10,980,285	91,757	8,698,174	3,156,738	22,927,954
54 Renfrew County DSB	1,593,443	19,100	2,694,180	150,331	4,457,054
55 Algonquin & Lakeshore Catholic DSB	3,721,619	4,890	2,367,000	0	6,093,509

20-7

10/28/98

## SPECIAL EDUCATION FUNDING

	SEPPA*	ISA 1	ISA 2 & 3**	ISA 4	Total funding
56 Csd du Nord-Est de l'Ontario	290,666	8,100	496,825	0	795,591
57 Csd du Grand Nord de l'Ontario	703,179	4,400	2,205,000	452,752	3,365,331
58 Csd du Centre Sud-Ouest	1,778,300	550	954,000	149,000	2,881,850
59 Csd 59	2,439,795	8,864	1,109,454	1,919,881	5,477,994
60.1 Csd des Grand Rivières	3,199,046	3,864	1,899,000	0	5,101,910
60.2 Csd Franco-Nord	1,176,308	7,316	1,212,000	82,348	2,477,972
61 Csd du Nouvel-Ontario	2,896,705	16,300	1,758,267	808,075	5,479,347
62 Csd des Aurores boreales	189,843	232	294,000	0	484,075
63 Csd du Sud-Ouest	2,126,764	5,493	1,140,000	0	3,272,257
64 Csd Centre-Sud	3,469,937	10,225	1,666,268	0	5,146,430
65 Csd de l'Est ontarien	4,546,600	1,942	3,076,080	511,238	8,135,861
66 Csd du Centre-Est de l'Ontario	4,810,996	0	3,139,093	0	7,950,089
<b>TOTAL</b>	<b>592,026,875</b>	<b>2,207,991</b>	<b>521,183,991</b>	<b>64,645,245</b>	<b>1,180,064,101</b>

\* Based on 1998-99 ADE as reported by the boards on July 31

\*\* Greater of ISA 2&amp;3 approved or proxy

NOV 12 1998

NOV 30 1998

NOV 30 1998

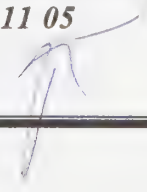
ADDITIONAL  
INFORMATION FOR  
THIS EVENING'S  
MEETING OF THE  
EDUCATION COMMITTEE

Open Agenda

- 7A. Interim Admission and Demission Criteria for: Special Class Placement and Special Day school Placement - Pages 7A to 7A-17
- 7. Rescinding Motions - Page 7-2
- 8. Personnel Report - Page 8-6
- 11. Early Learning Advisory Committee Report - Pages 11-1 and 11 -2

Please add this information to your agenda package.

EDUCATION MEETING  
1998 11 05







7A

**Date:** 1998 11 05

**To:** Education Committee

**From:** Marguerite Botting, Superintendent of Instructional Services

**Re:** Interim Admission and Demission Criteria for Special Class/Special Day Class

---

**Recommendation:**

Moved by \_\_\_\_\_ that the Interim Admission and Demission Criteria for Special Class / Special Day School be approved.

**Rationale:**

Admission and demission criteria will provide clear and consistent guidelines for the Identification, Placement and Review Committees to consider when determining special education placements.



7A-1

# ***The Hamilton-Wentworth District School Board***

***DRAFT***



## **INTERIM ADMISSION AND DEMISSION CRITERIA FOR: SPECIAL CLASS PLACEMENT SPECIAL DAY SCHOOL PLACEMENT**





The Hamilton-Wentworth District School Board is committed to involving parents throughout the entire process of identification and placement. The Admission and Demmission Criteria are guidelines for the I.P.R.C. when it is considering a special education placement for a student.

Under Regulation 181 an I.P.R.C.

*" shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services, would meet the pupil's needs and is consistent with parental preferences.*

*If, after considering all of the information ...that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class."*

## **GENERAL GUIDELINES**

**CRITERIA ARE UNDERSTOOD TO PROVIDE GUIDELINES. THE UNIQUENESS OF EACH STUDENT SHALL BE RESPECTED.**

- *Parents/guardians must be involved in the whole process of their child's identification and placement.*
- *Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*
- *Any student arriving in The Hamilton-Wentworth District School Board from special class in another board will be assessed on an individual basis. The home school principal, the parents and the special education consultant will review the student's needs and supports available in the home school. If it is a shared decision that the student should continue in a special class, the home school principal will coordinate a referral to a system I.P.R.C.*
- *Students identified as SLD or Mild Intellectual Disability and who are in Grade 1 or who are of intermediate age will only be considered for special class placement under extraordinary circumstances.*
- *Students will have received extensive individualized programming on the basis of an Individual Education Plan that has been implemented, documented and reviewed but has not enabled the student to achieve in the range normally expected for both the student's grade and apparent potential prior to the application for admission to a special class. Individualized programs must be given a reasonable time to demonstrate the rate of success. For most students, this would be at least 3 months. Schools with both a (learning) resource teacher and a learning centre teacher will have had the opportunity to program extensively for the student. In most cases, this would be for approximately 50% of the day. Students in schools with both a (learning) resource teacher and a learning centre teacher will only be considered for placement in special education classes under extraordinary circumstances.*
- *Regulation 181 requires an Individual Education Plan for all exceptional students. The Education Plan is based on identified needs as well as expectations from the Ontario Curriculum (unless educationally inappropriate).*

## **CRITERIA FOR ADMISSION TO/DEMISSION FROM ASSESSMENT CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

### **STUDENT EXPECTATIONS:**

*The student shall:*

- *increase academic skills through meaningful activities and experiences*
- *increase appropriate life skills and independence*
- *increase use of age appropriate social skills.*

### **ADMISSION CRITERIA**

*A candidate for admission to an Assessment Class should demonstrate all of the following:*

- *evidence of factors which significantly affect educational performance but the most prevalent exceptionality cannot yet be determined*
- *have an inability to profit educationally within a regular class even with up to 50% support from the (learning) resource teacher or learning centre teacher as documented through formal and informal assessments and observations*
- *a system I.P.R.C. has gone into recess until required information is gathered through observation and assessment*
- *student is in grade 1-3 inclusive.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to function in a regular class with accommodations, modifications and (learning) resource teacher and/or learning centre teacher for up to 50% of the day*
  - \* *functioning level will be evaluated through observation, formal and informal assessments*
- *one or more exceptionalities can be determined and the system I.P.R.C. will reconvene to determine identification and placement*
- *ongoing refusal to accept and utilize the additional help available.*

## **CRITERIA FOR ADMISSION TO/DEMISSION FROM AUTISTIC CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

### **STUDENT EXPECTATIONS:**

*The student shall:*

- *increase basic skills in listening, speaking, reading and writing*
- *increase demonstration of appropriate interactive social skills and life skills*
- *increase demonstration of positive self concept*
- *increase demonstration of appropriate emotional responses*
- *increase appropriate academic skills.*

### **ADMISSION CRITERIA**

*A candidate for admission to an autistic class should demonstrate both of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Exceptional: Communication - Pervasive Developmental Disorder/Autism*
- *have a documented need for intensive support that can not be met in a regular class with support or withdrawal.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or both of the following:*

- *social and academic needs which can be better met in a different type of special class or special day school*
- *an ability to function in a regular class with accommodations, modifications and (learning) resource teacher and/or learning centre teacher support for up to 50% of the day*
- *an ongoing refusal to accept and utilize the additional help available.*

## **CRITERIA FOR ADMISSION TO/DEMISSION FROM BEHAVIOUR CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians/guardians have the right to accept or reject the I.P.R.C. recommendations.*

### **STUDENT EXPECTATIONS:**

*The student shall:*

- *increase appropriate adaptive behaviour skills*
- *demonstrate appropriate emotional responses*
- *increase appropriate social and personal behaviours*
- *increase academic skills*

### **ADMISSION CRITERIA**

*A candidate for admission to a behaviour class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Exceptional - Behavioural*
- *have received documented and extensive support within the regular or a different type of special class setting with limited success.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *the ability to succeed in a regular class with learning centre teacher and/or (learning) resource support*
- *the behavioural exceptionality is no longer the most significant determining influence on the student's academic success or social adjustment in school*
- *have social and/or academic needs that can be met more satisfactorily in a different type of special class*
- *an ongoing refusal to accept and utilize the additional help available.*



**INTERIM**  
**CRITERIA FOR ADMISSION TO/DEMISSION FROM**  
**JUNIOR COMMUNICATION CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels/.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase academic and compensatory skills*
- *increase independent work habits and positive social skills appropriate to peer group*
- *increase independent study skills essential for success in learning*
- *increase appropriate speech and/or language skills particularly as they relate to the curriculum.*

**ADMISSION CRITERIA:**

*A candidate for admission to a Junior Communication class should demonstrate all of the following:*

- *meet the Hamilton-Wentworth District School Board's criteria for identification as Communication - Specific Learning Disability or Communication - Language*
- *have reading and/or math achievement levels which are more than two years below current grade level and are not compatible with assessed intellectual functioning levels*
- *require individualized programming on the basis of an Individual Education Plan for at least 50% of the day*
- *have received documented individualized programming on the basis of an Individual Education Plan for at least one year.*

**DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *compensatory strategies and academic gains that enable the student to function for 50% or more in the regular class with learning centre or (learning) resource teacher assistance*
- *academic and/or social needs that could be met more successfully within a different special class setting*
- *reading comprehension level within two years of expected grade range for students in the junior and intermediate grades*
- *academic progress which is no better than had occurred in a regular classroom/different special class based on comparative standardized assessment*
- *an ongoing refusal to accept and utilize the additional help available.*

## **CRITERIA FOR ADMISSION TO/DEMISSION FROM COMPREHENSIVE CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

### **STUDENT EXPECTATIONS:**

*The student shall:*

- *increase academic skills through meaningful activities and experiences*
- *increase appropriate life skills and independence*
- *increase use of age appropriate social skills.*

### **ADMISSION CRITERIA**

*A candidate for admission to a Comprehensive Class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Exceptional in one of the following areas:*
  - *Intellectual-Mild Intellectual Disability*
  - *Communication – Specific Learning Disability*
  - *Communication – Language*
  - *Intellectual - Developmental Disability*
- *have an inability to profit educationally within a regular class even with up to 50% support from the (learning) resource teacher or learning centre teacher as documented through formal and informal assessments and observations*
- *have an ability to profit educationally from programming in a Comprehensive class as documented through observation, formal and informal assessment*
- *academic achievement which is significantly less than can be reasonably expected based on the student's documented intellectual ability or have social/emotional needs that could be better met in a special class setting.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to function in a regular class with accommodations, modifications and (learning) resource teacher and/or learning centre teacher support for up to 50% of the day*
  - \* *functioning level will be evaluated through observation, formal and informal assessments, and successful integration in a regular class*
- *academic and/or social needs that could be met more successfully within a different special class or special day school*
- *an ongoing refusal to accept and utilize the additional help available.*

**CRITERIA FOR ADMISSION TO/DEMISSION FROM  
DEAF AND HARD OF HEARING CLASS  
HEARING IMPAIRED CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase pre-academic and academic skills*
- *increase use and understanding of his/her specialized equipment*
- *increase use and understanding of receptive and expressive language*
- *increase awareness of his/her hearing loss and its implications*
- *increase appropriate adaptive behaviour including personal competence, social skills and independence.*

**ADMISSION CRITERIA**

*A candidate for admission to a hearing impaired class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Deaf/Hearing Impaired*
- *require an individualized program which includes direct instruction from a teacher of deaf/hearing impaired for at least 50% of the day*
- *have received within the past year a pure tone and speech reception audiological assessment and a speech/language assessment.*

**DEMISSION CRITERIA:**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *a need for less intensive level of support or needs that could be met in a regular class with support, as determined by an I.P.R.C. committee and in consultation with the special class teacher of the hearing impaired*
- *a significant positive change in the level of hearing*
- *have social and/or academic needs that can be better met in a different type of special class*
- *an ongoing refusal to accept and utilize the additional help available.*



**CRITERIA FOR ADMISSION TO/DEMISSION FROM  
PRE-SCHOOL DEAF AND HARD OF HEARING CLASS  
PRE-SCHOOL HEARING IMPAIRED CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase pre-academic and academic skills*
- *increase use and understanding of his/her specialized equipment*
- *increase use and understanding of receptive and expressive language*
- *increase awareness of his/her hearing loss and its implications*
- *increase appropriate adaptive behaviour including personal competence, social skills and independence.*

**ADMISSION CRITERIA**

*A candidate for admission to a pre-school hearing impaired class should demonstrate all of the following:*

- *require a modified program which may include instruction by a teacher of deaf/hearing impaired for at least 50% of instructional time*
- *have received within the past year a pure tone and speech reception audiological assessment*
- *student eligible for a pre-school program under ministry regulations.*

**DEMISSION CRITERIA:**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *a significant positive change in the level of hearing*
- *reaches compulsory school age*
- *an ongoing refusal to accept and utilize the additional help available.*



**INTERIM****CRITERIA FOR ADMISSION TO/DEMISSION FROM  
DEVELOPMENTALLY DELAYED CLASS  
DEVELOPMENTAL DISABILITY CLASS  
REGULAR SCHOOL SETTING**

*Social and emotional factors must be given careful consideration in addition to the cognitive and academic levels of the student.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase use of appropriate adaptive and daily living skills*
- *increase pre-academic and basic academic skills*
- *increase positive social interaction skills*
- *increase use of appropriate communication skills*

**ADMISSION CRITERIA**

*A candidate for admission to a Developmentally Delayed class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Intellectual - Developmentally Delayed or Multiple with one of the exceptionalities being Intellectual - Developmentally Delayed*
- *have an ability to profit from programming in a special class for developmentally delayed students in a regular school setting rather than in a Comprehensive class as documented through formal and informal assessment*
- *have a need for learning adaptive and daily living skills.*

**DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to profit educationally from programming in a Comprehensive class or regular class with learning centre teacher and/or (learning) resource teacher support as documented through observation, formal and informal assessment*
- *academic and/or social needs that could be met more successfully within a different class setting or in a Special Day School*
- *an on-going refusal to accept and utilize the additional help available.*

## **CRITERIA FOR ADMISSION TO DEMISSION FROM DEVELOPMENTALLY DELAYED CLASS SPECIAL DAY SCHOOL**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations. When the I.P.R.C. determines that more than one placement option appears to be equally suitable for the student, parents shall make the final choice.*

### **STUDENT EXPECTATIONS**

*The student shall:*

- *increase use of appropriate life skills*
- *increase use of appropriate social skills*
- *increase pre-academic, academic and vocational skills, as appropriate*
- *increase use of appropriate communication skills.*

### **ADMISSION CRITERIA**

*A candidate for admission to a special day school should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board of Education's 's criteria for identification as Intellectual – Developmentally Delayed or Multiple with one of the exceptionalities being Intellectual – Developmentally Delayed*
- *have intellectual, academic, social and/or emotional needs that could be best met in a Special Day School setting*
- *have a need for learning basic life skills.*

*Note: In addition to the above, the student may require extensive medical intervention on an ongoing basis.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *academic and/or social needs that could be met more successfully within a different special class for a regular class setting with support*
- *completed the school year in which he/she reaches the age of 21*
- *an ongoing refusal to accept and utilize the additional help available.*

**INTERIM**  
**CRITERIA FOR ADMISSION TO/DEMISSION FROM**  
**GENERAL LEARNING DISABILITY CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- increase academic skills through meaningful activities and experiences*
- increase appropriate life skills and independence*
- increase use of age appropriate social skills.*

**ADMISSION CRITERIA**

*A candidate for admission to a General Learning Disability Class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Intellectual-Mild Intellectual Disability*
- *have an inability to profit educationally within a regular class even with up to 50% of the day with (learning) resource teacher and/or learning centre teacher support as documented through formal and informal assessments and observations*
- *academic achievement which is significantly less than can be reasonably expected based on the student's documented intellectual ability or have social/emotional needs that could be better met in a special class.*

**DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to function in a regular class with accommodations, modifications and (learning) resource teacher and/or learning centre teacher support for up to 50% of the day*
  - \* *functioning level will be evaluated through observation, formal and informal assessments, and successful integration in a regular class*
- *academic and/or social needs that could be met more successfully within a different special class*
- *an ongoing refusal to accept and utilize the additional help available.*

**INTERIM**  
**CRITERIA FOR ADMISSION TO/DEMISSION FROM**  
**GIFTED CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase higher order thinking and problem solving abilities*
- *increase independence, self-motivation and self-direction*
- *increase intrapersonal and interpersonal skills*

**ADMISSION CRITERIA**

*A candidate for admission to a Gifted Class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Intellectual - Gifted*
- *have significant intellectual, academic and/or social needs which can be more successfully met in a special class rather than in a regular class with (learning) resource teacher and/or learning centre teacher support as documented through formal and informal assessments and observations.*

**DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to function in a regular class with individualized programming on the basis of Individual Education Plan*
  - \* *functioning level will be evaluated through observation, formal and informal assessments, and successful integration in a regular class*
- *academic and/or social needs that could be met more successfully within a different special class*
- *an ongoing refusal to accept and utilize the additional help available.*



**INTERIM**  
**CRITERIA FOR ADMISSION TO/DEMISSION FROM**  
**MULTIPLE CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase academic skills*
- *increase appropriate life skills and independence*
- *increase use of age appropriate social skills.*

**ADMISSION CRITERIA**

*A candidate for admission to a Multiple Class should demonstrate all of the following: meet The Hamilton-Wentworth District School Board's criteria for identification as Multiple*

- *have an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support from the (learning) resource teacher or learning centre teacher as documented through formal and informal assessments and observations*
- *have significant physical limitations, ongoing medical issues and/or social/emotional needs that can be better met in a special class*
- *require a multifaceted approach to education.*

**DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to function in a regular class with accommodations, modifications and (learning) resource teacher and/or learning centre teacher support for up to 50% of the day*
  - \* *functioning level will be evaluated through observation, formal and informal assessments, and successful integration in a regular class*
- *academic and/or social needs that could be met more successfully within a different special class setting*
- *an ongoing refusal to accept and utilize the additional help available.*

## **CRITERIA FOR ADMISSION TO/DEMISSION FROM PHYSICAL/ORTHOPEDIC CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels/.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

### **STUDENT EXPECTATIONS:**

*The student shall:*

- *increase pre-academic/academic skills*
- *increase appropriate adaptive, life skills and/or independence.*

### **ADMISSION CRITERIA**

*A candidate for admission to a Physical Class should demonstrate all of the following:*

- *meet The Hamilton Wentworth District School Board's criteria for identification as Physical (orthopedic and/or physical handicap)*
- *have an inability to profit educationally within a regular class even with up to 50% of the day with support available as documented through formal and informal assessments and observations*
- *require adult assistance for medical intervention or personal care throughout the day.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *an ability to function in a regular class with accommodations, modifications and (learning) resource teacher and/or learning centre teacher support for up to 50% of the day*
  - \* *functioning level will be evaluated through observation, formal and informal assessments, and successful integration in a regular class*
- *academic and/or social needs that could be met more successfully within a different special class setting*
- *an ongoing refusal to accept and utilize the additional help available.*

## **CRITERIA FOR ADMISSION TO/ DEMISSION FROM SPECIFIC LEARNING DISABILITY CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

### **STUDENT EXPECTATIONS:**

*The student shall:*

- *increase academic and compensatory skills in order to lessen the gap between assessed intellectual ability and actual achievement*
- *increase independent work habits and positive social skills appropriate to peer group*
- *increase independent study skills essential for success in learning.*

### **ADMISSION CRITERIA**

*A candidate for admission to a Specific Learning Disability class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification as Communication - Specific Learning Disability and an I.Q. in the Average or above range*
- *have reading and/or math achievement levels which are more than two years below current grade level and are not compatible with assessed intellectual functioning levels*
- *require individualized programming on the basis of an Individual Education Plan for at least 50% of the day*
- *have received documented individualized programming on the basis of an Individual Education Plan for at least one year.*

### **DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *compensatory strategies and academic gains that enable the student to function for 50% or more in the regular class with learning centre or (learning) resource teacher assistance*
- *academic and/or social needs that could be met more successfully within a different special class setting*
- *reading comprehension level within two years of expected grade range for students in the junior and intermediate grades*
- *academic progress which is no better than had occurred in a regular classroom/different special class based on comparative standardized assessment*
- *an ongoing refusal to accept and utilize the additional help available.*

**INTERIM**  
**CRITERIA FOR ADMISSION TO/DEMISSION FROM**  
**PRIMARY SPEECH AND LANGUAGE CLASS**

*Social and emotional factors must be given careful consideration in addition to cognitive and academic levels.*

*Parents/guardians must be involved in the whole process of their child's identification and placement.*

*Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.*

**STUDENT EXPECTATIONS:**

*The student shall:*

- *increase appropriate speech and/or language skills particularly as it relates to the curriculum*
- *increase pre- academic and academic skills*
- *increase language related social skills*

**ADMISSION CRITERIA**

*A candidate for admission to a speech and language class should demonstrate all of the following:*

- *meet The Hamilton-Wentworth District School Board's criteria for identification for Communication: Speech and/or Language Impaired and require intensive speech and/or language programming based on severity of need (Severe to Profound) as recommended by the Speech and Language Pathologist*
- *have a current psychological assessment which indicates a full scale score of Low Average or higher*
- *have no evidence of sensory neural deafness*
- *have a favourable prognosis for intervention as documented by a Speech and Language Pathologist*
- *have had a full speech and language assessment within the last twelve months and a documented consultation within three months.*

**DEMISSION CRITERIA**

*A student will be considered for demission when he/she demonstrates one or more of the following:*

- *academic and/or social needs that could be better met within regular class or a different special class according to evaluation and assessment findings gathered by both the teacher and Speech and Language Pathologist*
  - \* *assessment will include standardized measures determined by the Speech Language Pathologist to allow comparison with entrance data*
- *he/she no longer meets identification criteria*
- *an ongoing refusal to accept and utilize the additional help available.*



## The Hamilton-Wentworth District School Board

## MEMORANDUM

TO: M. Matier,  
Director of Education

FROM: D. Russon,  
Manager, Human Resources

DATE: Nov. 05, 1998

RE: **SECTION V – Elementary Teachers**  
Mr. Jim White

**SECTION V - Elementary Teachers**Recommended Action

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that  
the Leave of Absence, effective Sept. 01, 1998 to Aug. 31, 1999 for Mr. Jim White , approved at the  
Jun. 09, 1998 Board Meeting be rescinded.

Rationale

Mr. White has been seconded to the Head Office of the Elementary Teachers Federation of Ontario



8-6

Personnel Report - Nov. 05, 1998

D.Russon, Manager, Human Resources

ADDITIONAL REPORT

SECTION V

ELEMENTARY SCHOOL TEACHERS

C. LEAVES OF ABSENCE

1) General Leaves

That the request of Mr. Jim White for a Leave of Absence effective from Nov. 09, 1998 until Mar. 31, 1999, be granted.

2) Federation Leaves

That the request of Betty Kerman, for a Federation Leave under Article 28:01 (c) (I) of the Wentworth County Collective Agreement, effective Nov. 16, 1998 until Jun. 30, 1999, be granted.





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## The Hamilton-Wentworth District School Board

## Early Learning Grant - 1998/99

Early Learning Grant per July 31, 1998 Estimates	\$	2,185,397
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Calculated as follows:

K-3 enrolment	14748.5	
	<u>\$609</u>	8,981,837

Less: JK enrolment	1218	
Allocation per elem		
pupil	<u>\$5,580</u>	6,796,440

Less: Allocations used in 1998/99 Budget for supplies, computers, professional development, consultants, etc.		<u>(286,599)</u>
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Balance Available For Use in 1998/99 Budget at 98 09 01	1,898,798
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Less: 2.0 Reading Recovery Teachers (County)	(103,800)
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Opening of SK and JK Classes Oct/98 ( Reflects increase in Salaries & Wages, increase in Foundation grants and decrease in Early Learning grant)	<u>(631,175)</u>
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Balance Available For Use @ 98 10 09	\$	<u><u>1,163,823</u></u>
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## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Early Learning Grant – 1998/99

Updated as of November 5, 1998

<b>Balance Available for Use @ 1998 10 09</b>	<b>\$1,163,823</b>
Less: Additional Teacher @ Billy Green	37,800
Less: Additional E.A. @ Grange	14,500
 <b>Balance available for Use by the E.L.A.C. @ 1998 11 05</b>	 <b>\$1,111,523</b>
Less: Augmentative Communication Team	90,000
Less: School Base Amount \$12,000 X 35 Schools	420,000
Less: Per Pupil Amount \$120 X 5,000 Pupils	600,000

CAB ON HW W26

A33E  
1998

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
EDUCATION COMMITTEE  
DECEMBER 3, 1998

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of the Minutes of November 5, 1998
3. Business Arising from the Minutes
4. Approval of Agenda

B. Wallace

DELEGATION

5. Connections for Kids: Request to Present Findings, Recommendations and Results

Vicky Henderson

ACTION ITEMS:

6. Transition Committee Report
  - (a) French Immersion Transition Committee
  - (b) French Immersion Policy
7. (a) Rescinding Motions
  - (b) Personnel Report
8. Staffing Report – Full Time Equivalent Positions
9. Report re Board and School 1998 EQAO Grade 3 Assessment Results \*\*
10. Report on Educational Assistants
11. Report on Communication Services
12. Information Technology Policy
13. Health and Safety Organizational Structure

K. Croxall  
K. Croxall  
D. Grant  
D. Grant  
D. Grant  
M. Botting  
M. Botting  
M. Botting  
W. Joudrie  
A. Cupido

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

**14. Public Questions for Clarification**

**\*\*NOTE TO TRUSTEES/OFFICIALS:** Please bring your copy [previously distributed] of the Report re Board and School 1998 EQAO Grade 3 Assessment Results to the meeting.

Future Meetings:

Business Committee	December 10, 1998
Special Education Advisory Committee	December 16, 1998
Regular Board	December 17, 1998

6:30 p.m.  
7:15 p.m.  
8:00 p.m.





# DELEGATION

*EDUCATION COMMITTEE*  
*1998 12 03*





# Connections for Kids

## Members

1998 November 24

Judith Bishop  
Trustee, Ward 1 & 2  
Hamilton-Wentworth  
District School Board  
Phone: 528-7740

Sharon Charters  
CAPC/SPRC  
Phone: 546-4347

Vicky Henderson  
Philip Services Corp.  
Phone: 540-6605

Wendy Kowalski  
Community Services Dept.,  
Region of  
Hamilton-Wentworth  
Phone: 546-4868

Leanne Siracusa  
Regional Public Health  
Dept.  
Phone: 546-3548

Mr. Merv Matier  
Secretary of the Board  
Hamilton-Wentworth District School Board,  
1000 Main Street West  
P.O. Box 2558  
Hamilton, ON, L8N 3L1

Dear Mr. Matier:

## Re: CONNECTIONS FOR KIDS: REQUEST TO PRESENT FINDINGS, RECOMMENDATIONS AND RESULTS

"Connections for Kids" would appreciate the opportunity to present its Report and Recommendations to the Education Committee during its meeting of Thursday December 3, 1998. The presentation would include the use of overheads, and should take approximately 15 minutes, including questions.

Enclosed for the Education Committee's consideration is the Executive Summary and Recommendations. Should delegation status be granted, we will be able to provide complete Reports upon request.

As a result of receiving this Report, it is hoped that the Education Committee will refer the Report and Recommendations to the Board Administration for review and comment.

Thank you for considering this request.

Yours truly,

*Sharon Charters* *Vicky Henderson* *Wendy Kowalski* *Leanne Siracusa*  
per Sharon Charters Vicky Henderson Wendy Kowalski Leanne Siracusa

Encl.

c.c. Mr. Bruce Wallace  
Ms. Ruth Millar







# Connections for Kids

## Overview of Report

### Connections for Kids

- collaborative network of civic-minded citizens
- common vision - to help children reach their potential
- produced report that addresses the needs of children living in this community

### Approach

- focus on what children need
- direct problems to those who can solve them
- support each other when called upon

### Members

- Judith Bishop, School Board Trustee (Ward 1 and 2)
- Sharon Charters, CAPC, SPRC
- Vicky Henderson, Manager of Public Affairs, Philip Services
- Wendy Kowalski, Social Policy Analyst, Human Services Department
- Leanne Siracusa, Acting Director of Nursing, Public Health Department

### The Need for Change

- companies can not replace the funding short fall that many not-for-profit organizations are facing
- community groups need to collaborate more and refocus their resources
- more funding needs to be redirected from special events to programs
- corporations need to make more effective use of their donation dollars

“We must collaborate with one another and ensure that every dollar is used wisely. It is in the best interest of everyone to ensure that this community is sustainable and that our social responsibilities are addressed.”

**History**

- in the fall of 1998, the Industry Education Council held a public forum
- addressed the link between child poverty and learning
- forum provided an opportunity for business, social, health and educational sectors to discuss major issues related to children's well being

**Next Steps**

- community participants set a direction for future action
- volunteers struck a work group to examine issues and fine-tune recommendations
- work group adopted the name Connections for Kids

**Report**

- preliminary findings discussed with the community in June
- final report presented to the community in September
- recommendations reflect both the short and long-term needs of children

**Issues**

- children's services are fragmented
- lack of awareness about what children need
- need for more integrated, long range planning
- responsibility for children's well being must be shared
- there is a strong link between child poverty and school failure

## **Recommendations**

**Education and Awareness**

- representatives from various levels of government must be briefed on the recommendations contained in the report
- Voices for Children needs to be supported in their efforts to communicate the needs of children to the rest of the community
- local organizations and corporations should be encouraged to become involved the public education efforts being undertaken by the Ontario Campaign for Kids

### **Coordination**

- a forum for services providers, corporations, funders and researchers should be established to address common issues and to fill service gaps
- the community needs to address the educational, health and social needs of high risk groups such as adolescent mothers;
- the well being of children must be monitored

### **Planning**

- encourage Hamilton-Wentworth to develop a civic strategy for children;
- encourage various planning bodies, and the Boards of Education, to use the United Nations Convention on the Rights of the Child, the National Goals for Youth and Development as well as a civic strategy for children to guide future planning and policy development;

### **Information and Training**

- the Save the Children Youth to Youth program should be used to educate children about their rights
- a network of skilled facilitators and other resources should be established to support neighborhood-based community actions
- a web site for local organizations to exchange information and to advertise a "wish list" of community needs, should be established
- Community Information Services should expand their data base to include a list of community groups and networks that are available to assist individuals with community development

### **Recognition**

- the Social Planning and Research Council plays an important role in supporting small community based initiatives
- the community should establish a recognition program for corporate citizenship and for family friendly employee practices;
- the community should apply to the federal government for the establishment a Centre of Excellence for Children's Well Being in Hamilton-Wentworth

**Support**

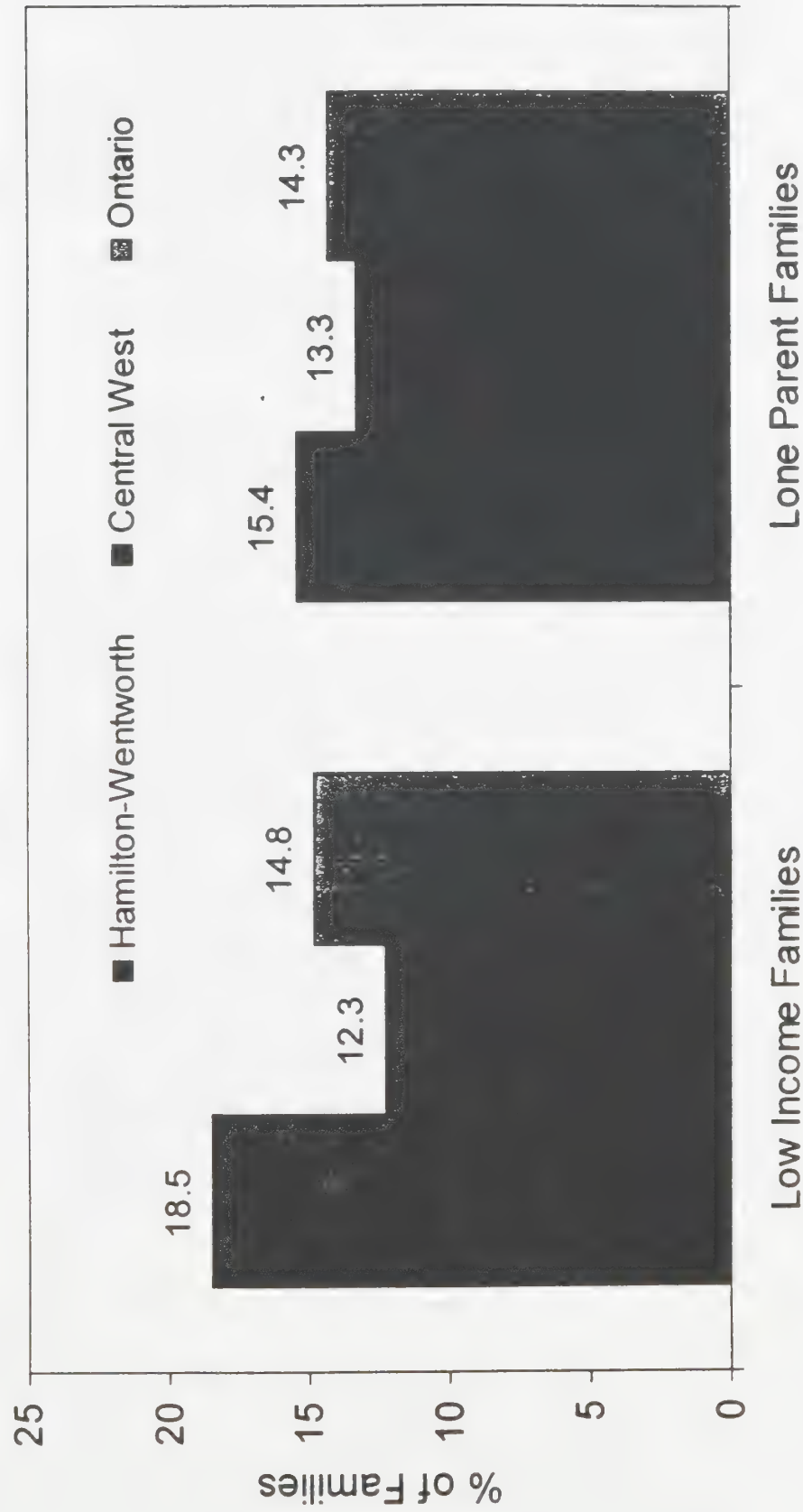
- well funded and planned health promotion programs for children, and their families, are critical to meeting the needs of at risk groups
- the availability of early childhood education is critical

Through increased networking, improved communication and the encouragement of a community-partnership model, it is possible to reduce the risk factors that affect the health and well being of children living in this community.

This will have a positive affect on the number of productive and self-reliant citizen's that this community will produce for the next millennium.

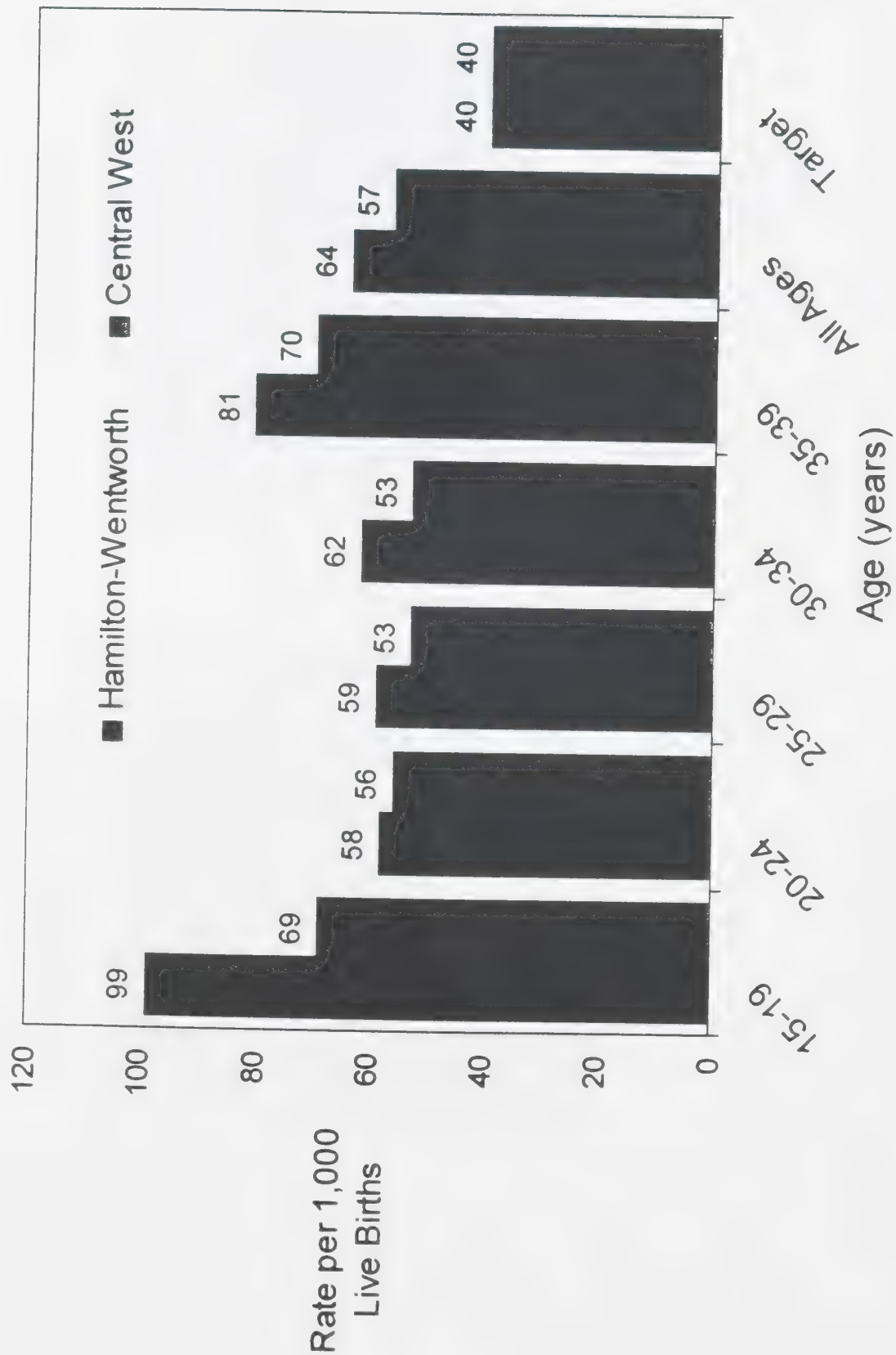


# Comparison of Socioeconomic Indicators for Families in Hamilton-Wentworth, Central West, and Ontario - 1996

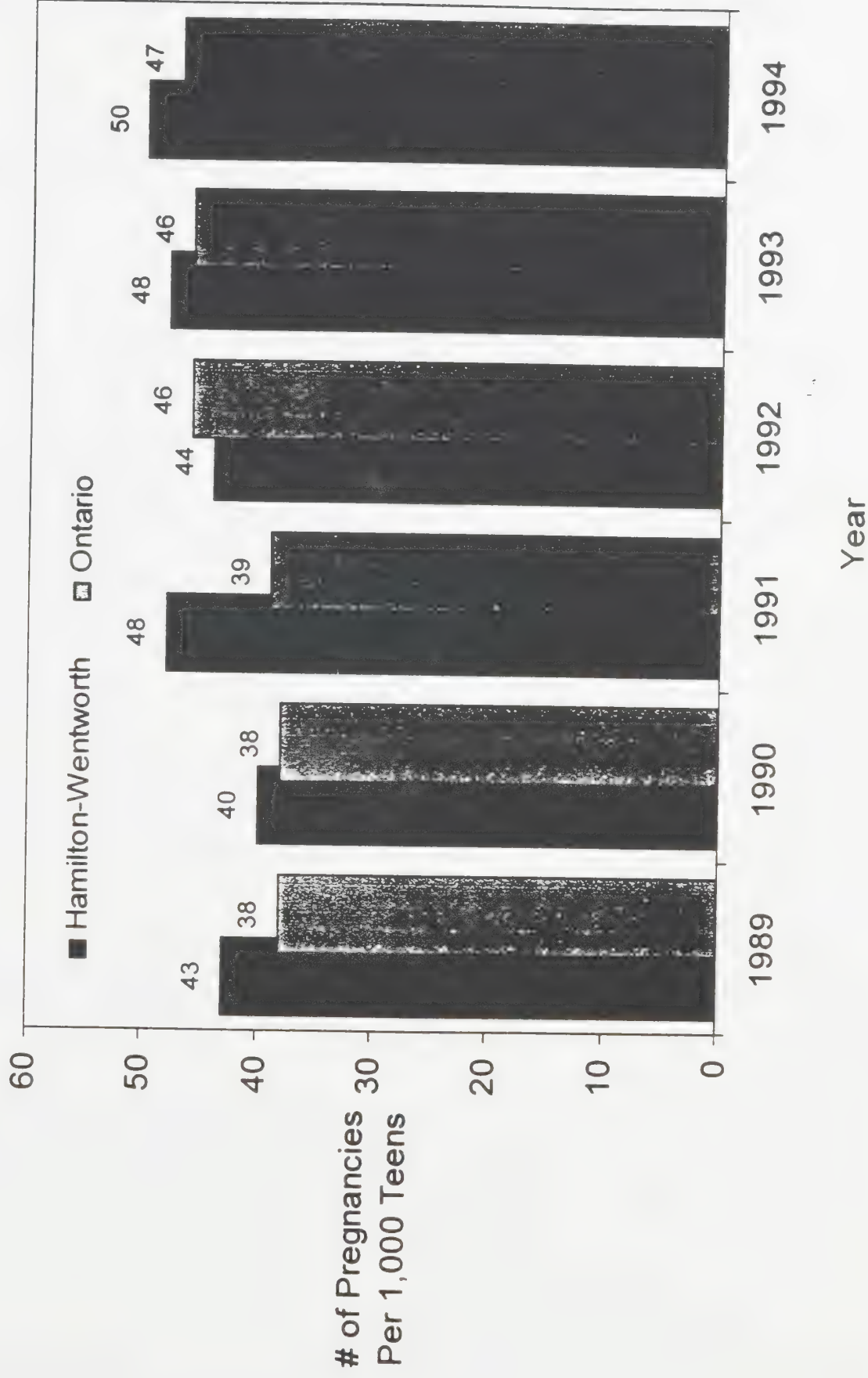


Socioeconomic Indicators

# Number of Low Birth Weight Babies by Maternal Age for Hamilton-Wentworth and Central West Ontario, 1994



# Number of Pregnancies for Teens Aged 15-19 Years Hamilton-Wentworth and Ontario, 1989 - 1994







## Child Poverty: What does it cost?

- Poor Mothers are twice as likely to have low birth weight babies
- Low birth rate is a risk factor for illness, developmental and physical disability
- Children in poor families have higher death rates, more chronic illnesses, emotional and behavioural problems
- Children in poor families do less well in preschool and school
- Children in poor families have higher rates of injury and the injuries are more severe
- Children in poor families are over-represented in rates of child abuse, neglect and sexual abuse
- Children in poor families are more likely to engage in risky behaviours including dropping out of school, smoking, drinking and having intercourse without protection

## New Initiatives

- Establishing a Centre of Excellence
- Developing Partners in Nutrition
- Improving Communication for Corporate Donations
- Using Partnerships to Enhance the Allenby School Playground
- Development of Pre-school Literacy Program
- Reducing Barriers to Education for Teenage Mothers

# ACTION ITEMS

*EDUCATION COMMITTEE*  
*1998 12 03*



6

The Hamilton-Wentworth District School Board

**M E M O R A N D U M**

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education  
Claudette Sims, Ontario Curriculum Consultant - Core French/French Immersion

Date: November 25, 1998

Re: **1. REPORT OF THE FRENCH IMMERSION TRANSITION COMMITTEE**  
**2. FRENCH IMMERSION POLICY**

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**RECOMMENDED ACTION:**

Moved by \_\_\_\_\_ that The Hamilton-Wentworth District School Board receive the report of the French Immersion Transition Committee.

Moved by \_\_\_\_\_ that the Draft French Immersion Policy be forwarded to the Joint Advisory Committee.

**RATIONALE:**

Stakeholders representing the interests of parents, teachers, and administrators worked collaboratively to develop a draft French Immersion policy. Special recognition is owed to Glenn Corriveau, former Languages Consultant for his dedication to this task.

Interim recommendations were presented to the board and approved in June of 1998; the finalization of a draft policy and the distribution of the French Immersion survey have completed the work of this committee as outlined in the attached report. If approved, the creation of a French Immersion Advisory Committee will provide a forum for continuing discussion of issues related to improving the program and accommodation for French Immersion students in the board.





6-1

**FRENCH IMMERSION TRANSITION COMMITTEE  
MEMBERSHIP**

Paul Barber, Elementary Teacher  
Judith Bishop, Trustee  
Theresa Blanken, Elementary Teacher  
Marg Bowman, Secondary Administrator  
Glenn Corriveau, Elementary Teacher/Parent (former consultant)  
Krys Croxall, Superintendent of Education  
Anna DeClara - Elementary P.A./Teacher  
Bob DiFrancesco, Elementary Teacher  
Helene Donohue, Elementary Teacher  
Suzanne Dubé, Secondary Administrator  
Terry Gallagher, Elementary Administrator  
Anne Klaus, Secondary Teacher/Parent  
Bev LaPorte, Elementary Administrator  
Ruth Leibersbach, Elementary Parent  
Mattie Lemmond, Elementary Teacher  
Bill McArthur, Secondary Parent  
Sandy McLeod, Elementary Parent  
Michele McNabb, Elementary Parent  
Anne Marie Metford, Secondary Administrator  
Lucille Reed, Elementary Administrator  
Steve Reynolds, Elementary Parent  
Peigi Rockwell, Elementary Parent  
Carol Riddell, Elementary Parent  
Claudette Sims, Ontario Curriculum Consultant  
Linda Smith, Elementary Parent  
Brian Snell, Elementary Administrator  
Mark Strobl, Secondary Teacher  
Ches Therien, Secondary Parent  
Harry Traini, Secondary Administrator  
Cheryl Vanderweerd, Elementary Parent  
Catherine Youngblud, Elementary Administrator

# L.E.I.C. EDUCATION SUB-COMMITTEE: FRENCH IMMERSION WORK GROUP

## WORK GROUP REPORTING FORM

### Program/Services: French Immersion (Non-Mandated)

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<ul style="list-style-type: none"> <li>French Immersion is a non mandated program supported by grants - no cost to offer (Present Funding Model)</li> <li>continuation of the French Immersion Program needs to be decided - remainder of '97 - '98 school year - Sept. '98 and beyond</li> <li>supported by Policy in Hamilton (Board Minutes)</li> <li>no alignment exists between the present Board structures</li> <li>Wentworth County Board students presently do access French Immersion - non resident students - pay fees</li> <li>proposed New Funding Model from the Ministry of Education and Training is presently unknown</li> <li>French Immersion is currently offered by our co terminous Boards</li> <li>possible displacement of staff - financial issues - contract issues</li> </ul>	<p>Immediate January '98</p> <p>September '98</p> <p>Spring '98</p> <p>September '98</p> <p>January '98</p> <p>January '98</p> <p>Spring '98</p>	<ul style="list-style-type: none"> <li>That the decision whether to offer French Immersion or not, be referred to the appropriate committee of the new District Board</li> <li>That the status quo be maintained for the duration of the 1997-1998 school year - issue - fees</li> </ul> <p>If offered.....</p> <ul style="list-style-type: none"> <li>French Immersion programs be available to all students of District 21 September '98</li> <li>That a French Immersion Policy be developed by the new District School Board.</li> <li>Review program offerings:               <ul style="list-style-type: none"> <li>-number of schools,</li> <li>-locations</li> <li>-dual track</li> <li>-single track</li> </ul> </li> <li>early Immersion /late Immersion/extended French with a view to the future needs of a larger District Board</li> <li>That decisions be made about present and future sites considering:               <ul style="list-style-type: none"> <li>-accommodation</li> <li>-boundaries</li> <li>-registration</li> </ul>               with a goal towards equal access             </li> <li>That a plan be developed to phase in French Immersion considering:               <ul style="list-style-type: none"> <li>-new sites</li> <li>-grade by grade</li> </ul> </li> </ul> <p>If not offered....</p> <ul style="list-style-type: none"> <li>That decisions made by our co-terminous Boards be considered with respect to the availability of French Immersion Programs</li> <li>That a plan, with a rationale to phase out the program, be developed and communicated to parents and support students who are presently in the program.</li> <li>That a plan be developed to assist in the transition of schools which are presently French Immersion schools - budget for textbooks, teaching supplies, and materials.</li> <li>That a transition plan to support teachers of French Immersion be developed</li> </ul>	<ul style="list-style-type: none"> <li>System-wide consistency decisions need to be made quickly. The Board will have obligations to students, parents and teachers</li> <li>Parent Inquiries regarding fee payments in January.</li> <li>Jan./Feb. Registration - same as other kindergarten registration</li> <li>Program Effectiveness is outlined on page 3 of Hamilton Data Gathering</li> <li>Results for children -cognitive development</li> <li>A system profile needs to be in place from which decisions are made.</li> <li>SK French Immersion parents register for the program as per regular SK registration.</li> <li>All Indicators are that the current program is very close to cost neutral.</li> <li>2000+ students currently enrolled.</li> <li>Possible loss of student enrollment and decrease in grant monies provided.</li> <li>Concern for students. Students in French Immersion have not had the same amount of instructional time in English as other students.</li> <li>Present French Immersion schools have purchased textbooks and materials in French. Materials in English would need to be purchased.</li> <li>A few French Immersion teachers are not qualified to teach in English.</li> </ul>

# FRENCH IMMERSION Transition Committee

## If not Offered...

That decisions made by our  
coterminous Boards be  
considered with respect to the  
availability of French  
Immersion Programs.  
That a plan, with a rationale to  
phase out the program, be  
developed and communicated  
to parents and support  
parents who are presently in  
the program.

## French Immersion Transitions Committee

- That the decision whether to offer French Immersion or not, be  
referred to the appropriate committee of the new District Board.  
- That the status quo be maintained for the duration of the  
1997-98 school year

## If Offered...

- French Immersion programs be  
available to all students of District  
21 September, 1998.  
- That a French Immersion Policy be  
developed by the new District  
School Board  
Review program offerings:  
- number of schools, locations,  
dual track, single track,  
- early immersion/late  
immersion, extended French  
with a view to the future  
needs to a large District board

## Staffing

- If offered, need to look at the  
staffing needs  
- If not offered, a transition plan  
to support teachers of French  
Immersion be developed

## Accommodation

- That decisions be made about present  
and future sites considering:  
- accommodation  
- boundaries  
- registration  
with a goal towards equal access  
- That a plan be developed to phase in  
French Immersion considering:  
- new sites, grade by grade

## Budget

- If offered..  
- That a plan be developed to  
assist in the transition of  
schools which are presently  
French Immersion schools,  
budget for textbooks, teaching  
supplies, and materials





MINISTRY VISION	HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD VISION
<p>Ontarians deserve a <b>quality</b> education and training system that prepares them to live in a <b>global</b> economy by providing them with the <b>knowledge, skills and expertise</b> they will require to <b>compete and succeed</b>.</p> <p>A quality education and training system will include:</p> <ul style="list-style-type: none"> <li>- <b>rigorous and demanding new curriculum and instruction</b></li> <li>- <b>challenging standards</b> of achievement</li> <li>- <b>fairness and accessibility</b></li> <li>- <b>cost-efficient and effective delivery</b></li> <li>- <b>accountability</b>, including greater parent involvement</li> </ul> <p>The hallmarks of an <b>accountable and high-quality</b> system are <b>clear indicators</b> and <b>standards</b> that can be <b>measured</b> and <b>reported</b>. We will set these indicators so that parents, students and taxpayers will be able to follow our progress developing a top-notch education and training system.</p> <p>Our vision will benefit Ontario's students by <b>supporting excellence in individual achievement</b> and by <b>improving their ability to compete and succeed in a global marketplace</b>.</p>	<p><b>What's missing?</b></p> <ul style="list-style-type: none"> <li>- global society rather than focus on global economy</li> <li>- a student-central focus</li> <li>- "affect" missing               <ul style="list-style-type: none"> <li>- values</li> <li>- attitudes                   <ul style="list-style-type: none"> <li>- valuing learning</li> <li>- life long learning</li> <li>- citizenship</li> </ul> </li> </ul> </li> <li>- individualism - strive to reach own potential</li> <li>- focus on collaborative skills</li> <li>- focus on achievement and success</li> </ul> <ul style="list-style-type: none"> <li>- well-defined/sequential/includes all activities to produce the well-rounded individual</li> <li>- arts need to be included</li> <li>- recognizing individual needs, abilities and potential with well-defined criteria</li> <li>- fairness defined as meeting students' needs with human and financial resources provided - for all students at all levels</li> <li>- believe programs need to be accessible</li> <li>- quality delivery - financial decisions should be based on student need</li> <li>- communication, co-operation and participation of all stakeholders needed</li> <li>- replace the word "standards" with outcomes</li> <li>- stakeholders expect collaborative approach in the development of the outcomes</li> <li>- "This vision will benefit Ontario's students by supporting excellence in individual achievement and by improving their ability to <u>succeed in a global society</u>."</li> </ul>



## **REPORT OF THE FRENCH IMMERSION TRANSITION COMMITTEE**

The French Immersion Transition Committee met regularly from March to June 1998. Two additional meetings were held in the fall in order to complete the proposed policy. The first task of the Committee was to develop a vision of education for the Hamilton Wentworth District School Board; the committee reviewed the Ministry vision and provided alternative and complementary thoughts (attached).

The committee split into two work groups - Accommodation and Program - in order to tackle the L.E.I.C. recommendations and to discuss other issues of importance related to the French Immersion program.

### **PROGRAM**

The Program Work Group under the leadership of former consultant, Glenn Corriveau, researched and discussed the following issues:

- early versus late immersion
- program policy statement
- subjects taught in French
- teaching resources
- bilingual LRT issue/resource help
- teaching of English

They gathered data from a number of sources, including other boards and looked at research comparing early and late immersion programs.

The Program Work Group drafted a new policy and designed a survey to obtain input from administrators, teachers, parents and students re: issues such as subjects taught in French vs. English, resource help in French Immersion, experiences in the program, etc. This survey was distributed to the following in the fall of 1998:

- teachers and administrators in all French Immersion schools, elementary and secondary
- parents of Grade 3 students in Primary Junior schools
- parents of Grade 8 students in Middle schools
- parents of Grade 3 and Grade 8 students at Norwood Park
- students in Grade 11
- parents of Grade 11 students

A copy of the survey is attached. The results have been tabulated under the direction of Claudette Sims, Ontario Curriculum Consultant - Core French and French Immersion and will be provided to the French Immersion Advisory Committee for review and direction.

### **ACCOMMODATION**

The Accommodation Work Group reviewed current enrolment and long-term accommodation issues including the possibility of expansion of the program into county schools, program initiation and consolidation opportunities. Data on enrolment capacity of schools was examined. The Ministry Funding Formula was reviewed in terms of its impact on French Immersion schools. Interim recommendations for the Board consideration were developed and presented for Board approval in June:

1. That the French Immersion program be offered at the current elementary and secondary sites for the school year 1998-99.
2. That separate waiting lists for senior kindergarten French Immersion programs for city out-of-catchment and county-out-of-catchment schools be eliminated for senior kindergarten programs for September 1998.
3. That with the French Immersion Committee and the Property Transition Committee work together to consider and develop recommendations regarding:

- a) the number, type and location of French Immersion sites;
- b) the catchment areas of French Immersion sites;
- c) viable sites for the consolidation or expansion of the current early immersion program in line with expressed parental interest for senior kindergarten entry in the 1999-2000 school year.

The large majority of the French Immersion Transition Committee members supported the policy as it was drafted for Board consideration. There were two dissenting votes and some abstentions.

The following issues still elicit some concern from committee members and merit further attention and study.

### UNRESOLVED ISSUES/ ISSUES REQUIRING ATTENTION

1. Catchment Areas for Current French Immersion Sites: redrawing of catchment areas to include county (to be considered through Zone studies).
2. Primary Junior English program staffing: English students get staffing for Core French from Grade 4 to Grade 8. French Immersion students require English instruction from Grade 2 on . This is a staffing dilemma, particularly in a single track school. Discussions regarding staffing allocations are required.
3. Special Education Services/ Gifted Students and Differentiated Program: Special Education support in FI programs remains somewhat problematic. Bilingual resource teachers are rare. Gifted students have to choose between French Immersion and congregated classes. There must be assurances for parents that there will be differentiated programming available for gifted students who remain in the FI stream. The teachers of the self-contained classes need to in-service and/or share their resources and strategies with FI teachers.
4. Secondary School Reform: What will be the impact on FI at the secondary level? Section 6 Program may require modification when all the information is known.
5. Minority Interest in Late Entry Immersion Programs
6. Information about the FI program to parents of children in JK or entering SK: How does this information reach these parents? Who has the responsibility of distributing the information and how should this be done?
7. Resource Materials for Middle Schools: The materials have to be written about topics that appeal to the adolescent but in a simple enough language so that students can enjoy reading. More work needs to be done to find such resources and make the sources known to schools.
8. Conditions under which a French Immersion Program might be phased out of a school: elementary or secondary.
9. Membership in the FI Advisory Committee:
  - a) should an elementary student (Grade 8 level) be included?
  - b) how will members of the committee be selected when there are more applicants for a position than places on the committee (e.g. one elementary administrator position available but three administrators apply)? who selects? how?
  - c) should there be more teachers on the committee (both elementary and secondary)?





## FRENCH IMMERSION POLICY

Date Approved: 00/00

Projected Review Date: 00/00

**Policy Statement:** It is the policy of the Hamilton-Wentworth District School Board that

- (a) the Early French Immersion program begin in senior kindergarten;
- (b) the Board provide a continuous French Immersion program through to the end of the secondary level;
- (c) students with some French competency wishing to enter French Immersion at a time other than senior kindergarten must request assessment prior to entering the program.

### OPERATING PROCEDURES:

#### 1.0 French Immersion Advisory Committee

- 1.1 The French Immersion Advisory Committee shall consist of the following:
  - 1 Superintendent of Education responsible for French Immersion
  - 1 Elementary principal/vice-principal of a French Immersion school
  - 1 Secondary principal/vice-principal of a French Immersion school
  - 1 French Immersion Elementary teacher representative of a French Immersion School
  - 1 French Immersion Secondary teacher representative of a French Immersion School
  - 2 French Immersion Elementary parents - School Council and/or Home & School representatives
  - 2 French Immersion Secondary parents - School Council and/or Home & School representatives
  - 1 Secondary French Immersion student
  - 1 Instructional Services Consultant or support person responsible for French Immersion
- 1.2 The French Immersion Advisory Committee shall provide advice to the Board regarding French Immersion program and accommodation issues.

#### 2.0 School Organization

- 2.1 The French Immersion program may be offered in either a single track or a dual track school model.
- 2.2 The selection of single or dual track program delivery in any new French Immersion site shall be determined according to system accommodation circumstances.
- 2.3 Class size, staffing and working conditions for the French Immersion program shall be determined by the collective agreement.



### 3.0 Registration Procedures

- 3.1 The entire Board area shall be divided into attendance areas for French Immersion. The process for admission shall be congruent with that for the English program.
- 3.2 Advertising for French Immersion shall happen in conjunction with the Board's advertising for English senior kindergarten.
- 3.3 Prior to registration, all parents of children in junior kindergarten or entering senior kindergarten shall receive:
  - (i) information on the French Immersion program;
  - (ii) an announcement of any information meetings;
  - (iii) details of the registration procedures.
- 3.4 French Immersion kindergarten meetings shall be scheduled by principals in conjunction with those for the English track program.
- 3.5 In the event that requests exceed the number of available senior kindergarten spaces in a given school, the Superintendent of Education shall determine the resolution using the same options as for other senior kindergarten programs.
- 3.6 Entry into the program at points other than senior kindergarten shall be at the discretion of the principal following assessment and consultation with Board and school personnel.

### 4.0 Long-Term Accommodation Issues

- 4.1 All decisions made in regards to French Immersion program initiation, phase out or relocation shall be made in consultation with the Superintendents of Education, the French Immersion Advisory Committee, and all other stakeholder groups in keeping with policies and procedures established by the Hamilton-Wentworth District School Board.
- 4.2 The criteria for determining site locations for French Immersion programs shall include the following:
  - availability: vacant, leased or under-used sites - where space is available and where space is projected to remain available
  - accessibility: good traffic paths to the site - safety
  - community support: demonstrated interest in enrolling
  - accommodation to support program: gym, library, grounds (best interests of student's program)
  - program and accommodation costs
  - grouping: locating junior/middle/secondary sites within short distances of one another
  - distribution: equitable distribution to meet system needs
  - nearness to next school
  - at the secondary level, staffing, enrolment and program organization :where sufficient courses can be offered in French
  - other considerations as relevant

## 5.0 Administration/Staffing

- 5.1 Class organization, programming, staffing and timetabling in a school offering French Immersion programs shall be the responsibilities of the Principal and the Superintendent of Education.
- 5.2 As opportunities arise in schools with French Immersion, the Board shall support the assignment of bilingual personnel to other existing assignments, such as Learning Resource Centre, Physical Education, Music, Co-operative Education, Information Technology, and administration.

## 6.0 Program

- 6.1 The Board shall provide centralized program support for French Immersion.
- 6.2 The following program shall be delivered:
  - (i) **French Language Arts** shall be a component of the program in every year at the elementary level. A selection of other subjects are also taught in French.
  - (ii) **Junior Schools**  
Classroom instruction in Senior Kindergarten and Grade 1 shall be in French. English Language Arts instruction shall be introduced in Grade 2. The amount of instructional time for English in Grades 2 and 3 shall be a minimum of 225 minutes per week. In Grades 4 and 5, the amount of instructional time for English shall be a minimum of 300 minutes per week.
  - (iii) **Middle Schools**  
50% of classroom instruction shall be in French. Where choice of subjects for instruction in French is possible, the determination shall be made by the Principal in consultation with the Superintendent of Education.
  - (iv) **Secondary Schools**  
Students shall be required to complete 10 courses within the French Immersion Program, 3 of which must be French Language Arts credits, and 3 of which must be at a senior level, to qualify for the Certificate of French Immersion.

## 7.0 Support Services

- 7.1 Students requiring special education assistance shall receive support through the appropriate staff assigned to the school following standard processes.
- 7.2 Students enrolled in French Immersion whose needs require special assistance beyond the school level shall have access to:
  - (i) special education services;
  - (ii) central services as provided by the support staff of The Hamilton-Wentworth District School Board and/or other community agencies
  - (iii) special education programs as recommended by an Identification, Placement and Review Committee (if the recommendation is for a self-contained class, then the program is in English).

## 8.0 **Resources**

- 8.1 Adequate resource materials for French Immersion shall be acquired for schools by the school principal in consultation with appropriate school and Education Centre staff.
- 8.2 French Immersion needs shall be taken into consideration by the Media Library when ordering materials.
- 8.3 French Immersion translations and adaptations of subject-based curricula shall be funded by the Board. French Immersion teachers shall be encouraged to participate in curriculum writing teams where possible.
- 8.4 A school with French Immersion shall have access to the grant monies provided provincially for the support of the program.

**Relevant Legislation:** Education Act, Section 8.1, subsection 25

**Responsibility:** Superintendent of Education responsible for French Immersion

# FRENCH IMMERSION TRANSITION COMMITTEE: STAKEHOLDER SURVEY

Thank you for taking the time to complete this survey. All answers are confidential.

## PART ONE: BACKGROUND INFORMATION ON THE RESPONDENT

1. Please circle the stakeholder group to which you belong.

Parent

Student

Teacher

Administrator

2. For how many years in total have you/the French Immersion student(s) in your home been involved in the French Immersion program?

\_\_\_\_\_ years elementary

\_\_\_\_\_ years secondary

3. Why do you feel that the French Immersion program is important? Please rank these choices in order of importance, 1 being the most important.

\_\_\_\_\_ Intellectual enrichment

\_\_\_\_\_ Cultural enrichment

\_\_\_\_\_ Linguistic enrichment

\_\_\_\_\_ Increased employability of graduates from the program

\_\_\_\_\_ Support for bilingualism

\_\_\_\_\_ Increased number of hours of exposure to French in the

\_\_\_\_\_ Many of the friends of the children  
in our home were enrolling.

French Immersion program as opposed to Core French

\_\_\_\_\_ Other (please provide details): \_\_\_\_\_

## PART TWO: STRUCTURE OF THE PROGRAM

Please look at Appendix A, entitled Hamilton Board of Education: Early French Immersion Model and answer the following questions by placing the letter which corresponds to the best answer in the space provided at the right.

4. The overall balance between French and English instructional time

a) is just right

b) favours French instructional time too heavily

c) favours English instructional time too heavily

\_\_\_\_\_

5. English instructional time is introduced

a) at the appropriate time

b) too early

c) too late

\_\_\_\_\_

6. The subjects offered in French are

a) sufficiently varied

b) not varied enough

c) too varied

\_\_\_\_\_

7. If you responded B or C to the previous question, please identify which courses you would add or delete from the program: \_\_\_\_\_

Please look at Appendix B, entitled Requirements for the Certificate of French Immersion (Secondary level) - Hamilton Wentworth District School Board and answer the following questions by placing the letter which corresponds to the best answer in the space provided at the right.

The current requirements are

a) adequate

b) too demanding

c) not demanding enough

\_\_\_\_\_



9. If you responded B or C to the previous question, please specify how you would modify the program:
- 
- 

### PART THREE: COURSE CONTENT

10. Level of satisfaction with the quality of French Immersion course content is generally  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
11. Level of satisfaction with the variety of French Immersion course content is generally  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
12. Level of satisfaction with the quality of French Immersion texts and teaching materials is generally  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
13. Level of satisfaction with the variety of French Immersion texts and teaching materials is generally  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
14. Level of satisfaction with the quality of French Immersion library materials is generally  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_

### PART FOUR: OUT-OF-CLASS SUPPORT FOR STUDENTS IN FRENCH IMMERSION

15. Level of satisfaction with the availability of out-of-class French-language support for students requiring remediation or enrichment is  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
16. Level of satisfaction with the quality of out-of-class French-language support for students requiring remediation or enrichment is  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
17. Level of satisfaction with the availability of out-of-class English-language support for students requiring remediation or enrichment is  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
18. Level of satisfaction with the quality of out-of-class English-language support for students requiring remediation or enrichment is  
 a) adequate                                      b) low                                      c) high \_\_\_\_\_
19. To which of the following out-of-class supports available to students in the French Immersion program have you/your students had access? Please check all applicable answers.

- \_\_\_ Out-of-class help from the French Immersion teacher(s)
- \_\_\_ English-language learning resource teacher
- \_\_\_ Bilingual learning resource teacher
- \_\_\_ English-language centralized support staff (eg. psychologist, speech/language pathologist)
- \_\_\_ Volunteer tutors or tutoring services
- \_\_\_ Private tutors or commercial tutoring services
- \_\_\_ French-language monitors/co-op students
- \_\_\_ Other (please specify): \_\_\_\_\_
-



20. Additional comments on any aspect of this survey:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



**HAMILTON BOARD OF EDUCATION  
EARLY FRENCH IMMERSION MODEL**

French instructional time is in white area.

English instructional time is in shaded area.

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
SK - Gr. 1	All classroom instruction										
Gr. 2 - 3	French Language Arts, Math, Visual Arts, Environmental Studies								English Language Arts introduced in Grade 2.		
Gr. 4 - 5	French Language Arts, Math, Visual Arts, Science, Social Studies, Health										
Gr. 6 - 8	French Language Arts in combination with other subjects taught in French, such as: Mathematics, Social Studies, History, Geography, Science, Computers, etc.					50% bilingual program in middle school.					
Gr. 9	Ministry minimum requirement after September, 1995 = 10 courses				Full optional program available to French Immersion students.						
Gr. 10	<u>Courses currently offered include</u>										
Gr. 11	French Language Arts										
Gr. 12/ OAC	Mathematics										
	Canadian History										
	Science										
Gr. 12/ OAC	Canadian Geography										
	Society: Challenge & Change										
	Creative Writing/Media										
	Dramatic Arts										
	Business French										

## APPENDIX B

Requirements for the Certificate of French Immersion (Secondary Level), Hamilton-Wentworth District School Board

- 7 Intermediate (Grades 9 and 10) French Immersion credits  
*plus*
- 3 Senior (Grades 11-OAC) French Immersion credits  
*equal*
- 10 **Secondary School French Immersion credits**



## The Hamilton-Wentworth District School Board

## MEMORANDUM

TO: Mr. Merv Matier,  
Director of Education

FROM: Don Grant, Superintendent of Business and Treasurer  
and  
Deborah Russon, Manager, Human Resources

Date: Dec. 03, 1998

RE: **Section V – Elementary Teachers**  
- Brad Kuhn  
- Alfrida LeDonne  
- Kim Vallentin

**Section VI – Secondary Teachers**  
- Marcellus Lung

## SECTION V

## Recommended Action

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_  
that the resignation for the purpose of retirement, approved for **Brad Kuhn** at the  
June 1998 meeting be rescinded.

Rationale:

Mr. Kuhn as requested a change of date from Dec. 31, 1998 to June 30, 1999.

## Recommended Action

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_  
that the Leave of Absence approved for **Alfreda LeDonne** at the June 1998  
meeting be rescinded.

Rationale:

Leave not required.



---

**Recommended Action**

It was moved by \_\_\_\_\_ seconded by \_\_\_\_\_  
that the request for a Leave of Absence approved for **Kim Vallentin** at May 1998  
meeting be rescinded.

---

**Rationale:**

Change in the dates of the leave.

**SECTION VI**

---

**Recommended Action**

It was recommended by \_\_\_\_\_ seconded by \_\_\_\_\_  
that the resignation for the purpose of retirement, approved for **Marcellus Lung**,  
at a previous meeting be rescinded.

---

**Rationale:**

Mr. Lung would like to extend his retirement date.

**THE HAMILTON-WENTWORTH DISTRICT  
SCHOOL BOARD**

**PERSONNEL REPORT**

**December 3, 1998**

**RECOMMENDATION:**

MOVED BY \_\_\_\_\_: THAT THE PERSONNEL  
REPORT DATED DECEMBER 3, 1998 BE ADOPTED AND THE  
RECOMMENDATIONS CONTAINED THEREIN BE APPROVED.



**SECTION 1****PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF**

- A: APPOINTMENTS AND TRANSFERS - NIL
- C. LEAVES OF ABSENCES - NIL
- D. PROBATIONARY AND PERMANENT CONTRACTS - NIL
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL

**SECTION II****CLERICAL UNIT**

- A: APPOINTMENTS AND TRANSFERS - NIL
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - NIL
- C. LEAVES OF ABSENCES - NIL
- D. PROBATIONARY AND PERMANENT CONTRACTS - NIL
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL

**SECTION III****CUSTODIAL AND MAINTENANCE**

- A: APPOINTMENTS AND TRANSFERS - NIL

**B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1) Retirements**

The the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Mario Spadafora** effective March 26, 1999

**C. LEAVES OF ABSENCES****1) Leave Extensions**

The the request s of the following staff for an extension of their Leaves of Absences, effective as shown, be granted:

**Gerald McDonnell** from Jan. 01, 1999 to May 09, 1999

**D. PROBATIONARY AND PERMANENT CONTRACTS - NIL****E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL****SECTION IV****EDUCATIONAL ASSISTANT UNIT****A: APPOINTMENTS AND TRANSFERS - NIL****B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - NIL****C. LEAVES OF ABSENCES****1) Leave Extensions**

The the request s of the following staff for an extension of their Leaves of Absences, effective as shown, be granted:

**Eileen Dartsch** effective from Sep. 01, 1998 to Jun. 30, 1999



**D. PROBATIONARY AND PERMANENT CONTRACTS****1) Probationary Staff**

That the following be appointed to the Probationary Staff, effective as shown, with salary according to schedule:

**Tara Doherty** , Educational Assistant, effective Dec. 01, 1998 (.500)  
**John Galbraith**, Educational Assistant, effective Nov. 02, 1998 (1.00)  
**Dorothy Gardiner**, Educational Assistant, effective Dec. 01, 1998 (.500)  
**Florence Lang**, Educational Assistant, effective Dec. 01, 1998 (1.00)  
**Abigail Last**, Educational Assistant, effective Nov. 02, 1998 (1.00)  
**Nancy Stevens**, Educational Assistant, effective Nov. 02, 1998 (1.00 )  
**Tina Takach**, Educational Assistant, effective Nov. 02, 1998 (.500)  
**Audrey Whitmore**, Educational Assistant, effective Nov. 02, 1998 (.500)

**E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL****SECTION V****ELEMENTARY SHCOOL TEACHERS****A: APPOINTMENTS AND TRANSFERS - NIL****B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS****1) Retirements**

The the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**Norma Ashcroft** effective June 30, 1999  
**Isabella Hammond**, effective Dec. 31, 1998  
**H.Neil Hammond**, effective Dec. 31, 1998  
**Brad Khuhn**, effective June 30, 1999  
**Gail Wheeler-Gulas**, effective Apr.30, 1999

**C. LEAVES OF ABSENCES****1) General Leaves**

The the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Wendy Alexander**, effective Jan. 25, 1999 to Aug. 31, 1999  
**Kim Brousseau**, effective Jan. 04, 1999 to Aug. 31, 1999  
**Miriam R. Carne**, effective Jan. 18, 1999 to Aug. 31, 1999  
**Gina Simpson-Robillard**, effective Jan. 11, 1999 to May 07, 1999  
**Kim Vallentin**, effective Jun. 30, 1998 to Feb. 26, 1999

2) Leave Extensions

The the request s of the following staff for an extension of their Leaves of Absences, effective as shown, be granted:

**Reindina G. ( Trudy ) Balt**, effective Nov. 27, 1998 to Jun. 30, 1999 (.500)  
**Lisa Bingleman**, effective Jan. 01, 1999 to Aug. 31, 1999  
**Rudolf Brejak**, effective Jan. 01, 1999 to Aug. 31, 1999  
**Sue Carey**, effective Jan. 01, 1999 to August 31, 1999  
**Leslie Forsyth** effective Jan. 01, 1999 to Aug. 31, 1999  
**Marina Intson**, effective Jan. 01, 1999 to Aug. 31, 1999  
**Heather Moyer**, effective Jan. 04, 1999 to Aug.31, 1999  
**Suzanne Rich**, effective Jan. 01, 1999 to Aug. 31, 1999

3) (I)Reduced Workload Leaves

That the requests of the following staff for Reduced Workload Leaves of Absence, effective as shown, be granted:

Anne Barrs, effective Jan. 1, 1999 to Aug. 31, 1999 (1.00 to .500)

3) (II) Extension of Reduced Workload Leaves

That the request of the following staff for an extension of their Reduced Workload Leave of Absence, effective as shown, be granted:

Andrea Bradshaw, effective Sep. 01, 1998 to Aug. 31, 1999 ( 1.00 to .500 )

4) Return from Leaves of Absence

That the following staff be returned from Leave of Absence, effective as shown:

**Reindina G. (Trudy) Balt** effective Nov. 27, 1998 ( .500)  
**Lisa Carroll**, effective Jan. 01, 1999  
**Leigh-Anne Chiaravalle**, effective Jan. 01, 1999 (1.00)  
**Marlo Moore**, effective Dec. 07, 1998 (1.00)

**D. PROBATIONARY AND PERMANENT CONTRACTS**1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to schedule:

**Barbara Albert**, effective Jan. 01, 1999 (1.00)  
**Melissa Bartlett**, effective Jan 01, 1999, (.500)  
**Nick Berrafati**, effective Jan.1,1999, (1.00)  
**Jean Carruthers**, effective Jan. 01, 1999 (1.00)  
**Julia Claus**, effective Jan. 1, 1999, (1.00)  
**Nancy Coffe**r, effective Jan. 01, 1999 (.500)  
**Caroline Collins**, effective Jan. 01, 1999 (1.00)  
**Julia Crossman**, effective Jan. 01, 1999, (1.00)  
**Carol Davies**, effective Dec. 01, 1998 (.700)  
**Mary Anne Foreman**, effective Jan. 01, 1999, (1.00)

**Janice Fryer**, effective Jan. 01, 1999 (.500)  
**Susan Gregoire**, effective Jan. 01, 1999 (1.00)  
**Laurie Keeler**, effective Jan. 01, 1999 (1.00)  
**Janet Kompare-Fritz**, effective Jan. 01, 1999 (1.00)  
**Catharina Lanigan**, effective Jan. 1, 1999 (1.00)  
**Peter Lees**, effective Jan. 01, 1999 (1.00)  
**Joan Marshall**, effective Jan. 01, 1999 (1.00)  
**Tammy McNeil**, effective Jan. 01, 1999, (1.00)  
**John Peterson**, effective Jan. 01, 1999 (1.00)  
**Trevor Price**, effective Jan. 01, 1999  
**Jennifer Reason**, effective Jan. 01, 1999 (1.00)  
**Jason Rizza**, effective Jan. 01, 1999 (1.00)  
**Tim Rogers**, effective Jan. 01, 1999 (1.00)  
**Rea Staples**, effective Jan. 01, 1999 ( 1.00)  
**David Thorne**, effective Jan. 01, 1999 ( 1.00)  
**Kelly Varone**, effective Jan. 01, 1999 (1.00)

#### **E. OTHER MATTERS REQUIRING BOARD ATTENTION**

##### (a) Timetable Changes

That the request for the changes to the timetables of the following staff, effective as shown, be granted:

**Laura Dowling**, effective Dec. 01, 1998 ( .700 to 1.00 )  
**Lisa Doherty**, effective Jan. 01, 1999 ( .300 to .800)  
**Christopher Fazzari**, effective Jan. 01, 1999 ( .500 to 1.00 )  
**John Whaling**, effective Jan. 01, 1999 ( .500 to 1.00 )

#### **SECTION VI**

#### **SECONDARY SCHOOL TEACHERS**

#### **A: APPOINTMENTS AND TRANSFERS**

##### 1) Appointments

That the following staff be appointed to the position indicated below, effective as shown, with salary according to schedule:

**Carol Knox**, Assistant Head of Mathematics, for the period of Sep. 01, 1998 to Feb. 01, 1999

#### **B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS**

##### 1) Retirements

The the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

**David Argent**, effective Feb. 01, 1999

**Stephanie King**, effective Dec. 31, 1998

**Marcellus Lung**, effective Jun. 30, 1998

### C. LEAVES OF ABSENCES

#### 1) General Leaves

The the request of the following staff for a Leave of Absence, effective as shown, be granted:

**Jeannine MacIsaac** effective from Dec. 21, 1998 to Jun. 04, 1999

**Madiha Nolan**, effective Dec. 29, 1998 to Aug. 31, 1999

**Corie Pillinini**, effective Jan. 04, 1999 to Aug. 31, 1999

**John Zablocki**, effective Nov. 30, 1998 to Jan. 31, 1999 (.16 - 1/3 Sem 1)

#### 2) Leave Extensions

The the request s of the following staff for an extension of their Leaves of Absences, effective as shown, be granted:

**Lisa Borkovich**, effective Feb. 01, 1999 to Aug. 31, 1999

**Barbara Russell Morse**, effective Dec. 14, 1998 to Aug. 31, 1999

#### 3) (I) Reduced Workload Leave Extensions

The the request of the following staff for an extension of their Reduced Worload Leave of Absence, effective as shown, be granted:

**Mary Rinas-Smyth** - effective Sep. 01, 1998 to Aug.31, 1999 ( 1.0 to .33 , 2/3 Sem. 1 only )

### D. PROBATIONARY AND PERMANENT CONTRACTS

#### 1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to schedule:

**Jennifer McGilchrist**, effective Nov. 23, 1998

### E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL

#### SECTION VII

#### VICE-PRINCIPALS AND PRINCIPALS

#### A: APPOINTMENTS AND TRANSFERS - NIL

#### B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - NIL



C. LEAVES OF ABSENCES - NIL

D. PROBATIONARY AND PERMANENT CONTRACTS - NIL

E. OTHER MATTERS REQUIRING BOARD ATTENTION - NIL





THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS															
1998 ACTUALS															
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	1998/99 BUDGET	
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,050.30	2,064.00	2,064.00									2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,201.84	1,201.84	1,201.84									1,057.69
Teacher Assistants	351.12	351.12	351.12	351.50	351.50	351.50									345.00
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00	159.00	159.00									161.00
School Administration	450.83	450.83	450.83	406.03	406.03	406.03									406.03
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00	37.00	37.00									37.00
Board Administration & Governance	175.16	175.16	175.16	158.76	158.76	158.76									148.76
School Operations	503.63	503.63	503.63	485.50	480.88	480.88									464.07
Continuing Education	7.52	7.52	7.52	4.52	4.52	4.52									4.52
Transportation	1.75	1.75	1.75	1.25	1.25	1.25									1.25
Staff on Loan (recoverable)	17.83	17.83	17.83	14.00	14.00	14.00									13.00
Total Full Time Equiv. Positions	4,954.83	4,954.83	4,954.83	4,869.70	4,878.78	4,878.78									4,683.72



## HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

## MEMORANDUM

To: Merv Matier, Director of Education

From: Marguerite Botting, Superintendent of Instructional Services  
Wilma Dowling, Assessment, Evaluation & Reporting Co-ordinator

Date: November 23, 1998

Subject: Release of Board and School 1998 EQAO Grade 3 Assessment Results

Pls. note:

Complete information package distributed previously to all trustees and officials

## Recommendation:

Moved by \_\_\_\_\_ that the Board Report regarding the Board and School Results of the 1998 EQAO Grade 3 Assessment of Reading, Writing and Mathematics be received for information.

## Recommendation:

Moved by \_\_\_\_\_ that an EQAO Analysis Committee be approved with the following members:

Marguerite Botting, Superintendent of Instructional Services  
Assessment, Evaluation and Reporting Team

4 Elementary Principals

4 Elementary Teachers

1 Trustee

1 School Council representative

to prepare an action plan for student improvement to be released to the public by February 1, 1999.

## BACKGROUND

EQAO requires a two-phase reporting of assessment results.

1. *Board and School Results must be released to the public by December 1, 1998.*  
Results are to be within detailed contextual information about the HWDS's and our schools' population and community, our programs and policies, and our teaching strategies so that our performance on the assessment can be interpreted in light of the unique challenges the Board and our schools face.
2. *Board and School Action Plans for improvement of student learning must be developed and released to the public by February 1, 1999.*  
Educators, parents, School Councils and community groups are to be invited to help analyze the achievement and contextual data and to assist in preparing our board-wide plan for improvement that addresses strategies and directions to be implemented through a cycle of review, development and implementation.

Individual Grade 3 student reports were received by schools in September and were distributed to parents and students. School and board summaries of results were received the last week of October, 1998 and the *EQAO Provincial Report on Achievement* was released October 30<sup>th</sup>.

These results provide useful information for schools and the community for accountability and improvement within school contexts. The overall Board results are contained in the report. Individual school results are in Appendix A. A summary of provincial, Board and school results is contained in Appendix B.





## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## M E M O R A N D U M

**Date:** 1998 12 03

**To:** Merv Matier, Director of Education and Secretary

**From:** Marguerite Botting, Superintendent of Instructional Services

**Re:** REPORT ON EDUCATIONAL ASSISTANTS

**Recommended Action:**

Moved by \_\_\_\_\_ that the Report on Educational Assistants be received for information and consultation with funding sources should be initiated.

**BACKGROUND:**

The 1998/99 budget provides 375.0 F.T.E. positions, which is the total number for the combined boards from the previous school year. Of these positions, 345.0 were allocated as placements with the balance of 30.0 F.T.E. positions dedicated to supply work or additional requests.

**Allocation**

Past allocation models had to be abandoned as the new Special Education funding model provided both expectations and accountability for program support to students. Allocation was zero-based on a hierarchy of needs:

1. ISA 3 students who require 81% or more support
2. ISA 2 students who require 51% - 80% support
3. High needs SEPPA students who did not meet ISA criteria
4. Special programs, e.g. Writing to Read, Speech Language Assistants
5. Special classes, e.g. developmentally delayed, behaviour, autistic, etc.
6. High needs schools as identified through social work statistics (0.5 F.T.E.)
7. Elementary schools with population over 500 (0.5 F.T.E.)

The assignment of Educational Assistants is as follows:

- 375.0 F.T.E. are available
- 369.5 F.T.E. are assigned to date
- 5.5 F.T.E. must cover existing requests, future requests, supply

A number of issues have been identified:

- Early identification of the needs for incoming JK/SK students determined that 59 students required Educational Assistant support. This number of students is an unparalleled increase over previous years.
- The new funding model has described 1:1 support for students so parents have been vigorous in advocating that their child should have individualized support, not "program support" as the Ministry describes it.
- At the end of November, schools have submitted 22 additional requests to consider.
- Absenteeism is higher in winter months, yet our available supply Educational Assistants funds is very limited. This may result in some students remaining at home during periods of Educational Assistant absenteeism..

### Educational Assistant Allocation Committee

Elementary and secondary cluster representatives have volunteered to share in the decision-making around this important human resource. The committee's mandate is:

- Recommend short term solutions for existing allocations
- Assist in the allocation of Educational Assistants for September 1999
- Review the appropriate tasks for an Educational Assistant
- Inservice schools re: timetabling, planning, IEP linkages, etc.
- Review the schools' effective use of the Educational Assistant as a human resource

In an effort to resolve the current issues, the committee reviewed the following possibilities:

- Re-allocate the support given to Writing to Read ( 9.5 F.T.E.)
- Re-allocate the Speech Language Assistant support (3.0 F.T.E.)
- Reduce 35 hour staff to 32.5 hours as per collective agreement (6.0 F.T.E.)
- Make changes to replacement coverage practices

The committee recognizes the potential disruption to existing programs and student support. The committee's recommendation was to inform Executive Council of the need for additional funds in the Educational Assistant budget line.

### Options for Consideration:

After reviewing the schools' continuing requests for Educational Assistants, members of Executive Council agreed that the number of F.T.E. Educational Assistants available last year could not stretch to meet the increased needs for this year. It was determined that additional funds for the Educational Assistant budget could be found in other budget lines. It is important to respect the decision-making of the various groups who are managing funding sources. Executive Council recommended that consultation should occur with these various funding sources to identify the potential for a re-allocation of funds to provide additional Educational Assistants. Options for consideration are:

1. **Reassignment of the Speech Language Assistants - consultation with school principals and Communications Services Department.**
2. **Early Learning Grant - consultation with the committee.**
3. **Learning Opportunities Grant - consultation with the committee.**
4. **School Budget Working Group - consultation with the members of this group.**
5. **Re-allocate the Educational Assistants provided to elementary schools with population over 500 - this was the lowest level on the hierarchy of needs for allocation. Consultation with these schools should be initiated.**

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# HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## MEMORANDUM

To: Merv Matier, Director of Education

From: Marguerite Botting, Superintendent of Instructional Services  
Dianne Parr, Supervisor, Communication Services

Date: 1998 11 30

Subject: **Report on Communication Services**

**Recommendation:**

Moved by \_\_\_\_\_ that the report on Communication Services be received for information.

### **Background**

At the request of Trustee Bullock, Dianne Parr, Supervisor Communication Services, has prepared this report.

The 1998/99 school year will focus on reviewing the past practices of both the former Boards along with the recommendations made by the Transition Committee. We are developing and implementing the "best practices" and at the end of the school year we shall review and determine future initiatives. Consultation with school staff and central office staff will guide these decisions.

### **Service Delivery**

The following have been recognized as priorities:

- Services and resources to academically at-risk students whose communication skills are severely impaired
- Provision of early and intensive services in the primary grades for students in kindergarten to grade 3
- Provision of follow up services for students in grades 4 to OAC

The range of services include:

- Consultations
- Assessments/screenings
- Communication programming
- Assisting teachers in integrating communication programming into the curriculum
- School meetings
- Parent and staff in-service
- Liaising with community agencies
- Home programs
- Assistance in writing Individual Education Plan (IEP)

## Use of Volunteers: Guidelines for Use

*Communication Services Position Statement: The Communication Services Team does not advocate the use of volunteers for speech and language programming. The College of Audiologists and Speech Language Pathologists (SLP) have clear guidelines for the use of supportive personnel, which include only those people who have received academic, and/or on the job training. The use of volunteers that are inappropriately used and/or supervised, places the SLP at risk for a charge of professional misconduct being brought against the member. However, in the course of carrying out recommended speech and language programming, the school may want to include experienced volunteers to provide some practice sessions.*

### **Criteria**

- All other educational personnel resources who can be a resource to the student must be fully utilized i.e. teacher, educational assistant
- Experience
- Individuals interested in a learning experience i.e. post-secondary students interested in a career in speech and language, co-op students

### **Desirable Personal Qualifications**

- Proficient English language skills
- Committed and respectful attitude towards students and school staff
- Ability to communicate openly and effectively, and to empathize with people
- Ability to work relatively independently

### **Responsibilities**

#### *School:*

- School is responsible for finding and supervising volunteer
- School judges appropriateness of each individual in consultation with the SLP

#### *SLP:*

- SLP is responsible for providing materials and orienting the volunteer

#### *Volunteer:*

- Ensure punctual attendance at scheduled times or inform school of any changes in schedule or upcoming absences
- Respect and follow confidentiality
- Report any issues relevant to the student or program to the school

## THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**MEMORANDUM**

To: Merv Matier, Director of Education  
From: Wayne Joudrie, Superintendent of Education  
Date: December 3, 1998  
Subject: **INFORMATION TECHNOLOGY POLICY**

**Recommended Action:**

Moved by \_\_\_\_\_, that the Information Technology Policy attached be approved as the policy for the H.W.D.S.B.







## INFORMATION TECHNOLOGY POLICY

Date Approved: 00/00

Projected Review Date: 00/00

**Policy Statement:** It is the policy of the Hamilton-Wentworth District School Board to ensure that students, in our schools, will have equitable opportunities to develop Information Technology Skills, to achieve approved educational goals through the provision of appropriate structures, curriculum resources and support.

### OPERATING PROCEDURES:

- 1.0 Information Technology includes:
- Computer Infrastructure
  - Curriculum Resources
  - Support—curricular and technical

Information Technology Skills are a sub-set of Information Skills.

The Superintendent with responsibility for classroom computers will be responsible for developing and implementing a long-range plan for information technology which meets system goals.

- 2.0 The following twenty-four individuals will form the Information Technology Advisory Committee (ITAC):

1 Superintendent	1 Teacher Librarian – Elementary
1 Computer Services Manager	1 Teacher Librarian – Secondary
1 Consultant/Coordinator	1 Secretary – Elementary
1 Site Administrator/SYSOP – Secondary	1 Secretary – Secondary
1 Site Administrator/SYSOP – Elementary	1 Principal - Elementary
1 Classroom Teacher – Secondary	1 Principal - Secondary
1 Classroom Teacher – Elementary	1 Media/Kit Services Rep
1 Student – Elementary	1 Technician (Computers)
1 Student – Secondary	1 Parent (School Council Rep)
1 Business Manager Representative	1 Parent (Home & School Rep)
1 Staff Development Representative	1 Industry/Business Representative
1 Trustee	1 Community Network Rep

**Terms of Reference:**

ITAC will meet regularly throughout the school year to provide advice based upon input from their representative groups. Members should provide two-way communication with respect to deliberations and decisions. Appointment terms are annual. ITAC members should be selected by their representative groups, where such groups exist. ITAC membership will be published to the system.

The Advisory Committee shall provide advice to the Superintendent with responsibility for classroom computers, on the review, development and implementation of:

- The Long Range Plan for Information Technology.
- New system initiatives relating to Information Technology.
- System directions relating to Information Technology.
- New Board policies relating to Information Technology.
- Curriculum implementation, planning and support.
- Software review/recommendations.
- Staff development/in-service.
- Technical support.
- The acquisition and allocation of funds/resources.
- Alternate funding sources.
- Health & Safety issues.

- 3.0 Each school shall develop and implement an Information Technology Skills plan as a part of their school plan, which is consistent with system goals and initiatives.

Each school should establish and maintain an Information Technology Committee. Information Technology Committees should include staff and community/school council representation. This committee should set the school focus on the following issues:

- Vision.
- School plan that addresses computer infrastructure, equitable access and information technology skills.
- Strategies for implementation across the curriculum.
- Procedures for decision-making.
- Staff development/in-service
- A procedure for ensuring the appropriate use of information technology and equipment. "Appropriate Usage" should be communicated to all users.
- Health & Safety considerations.

**Relevant Legislation:** P.P.M. 47, 67, 72, 73, 91.

**Responsibility:** Superintendent of Education responsible for Computers in the Classroom.

TO: Merv Matier, Director of Education and Secretary

FROM: A. Cupido, P. Eng., Superintendent of Plant Services  
D. Russon, Manager, Human Resources

RE: Health & Safety Organizational Structure

1998 12 03

**Recommended Action:**

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_ that the position of Safety Technician be re-instated as a full time position effective January 1, 1999.

**Rationale:**

With respect to the Board's Organization Structure, the Plant Services section has yet to be finalized. It is proposed that the Superintendent of Plant Services will provide a Plant Services Organization to the Board in early February.

However, the recent resignation of the Health and Safety Co-ordinator has necessitated an immediate review of the Health and Safety section of the Plant Services Department.

The amalgamation of the two former Boards brought together two Health and Safety management positions. With the current resignation, it is proposed that this position not be replaced.

A more functional and fiscally responsible approach would be to have the current Health and Safety Officer (formerly of the Wentworth County Board) take the lead role in Health and Safety. It is proposed that for this lead role will be a Managers position in the new reorganization required due to the significant scope.

Formerly, the support was provided by a full-time "Safety Technician". Due to budgetary issues, that position has been reduced to 0.5 FTE and is to be eliminated at the end of 1998. It is proposed that this position be re-instated as a full-time position.

Financially, this model is more cost-effective and produces a small surplus.

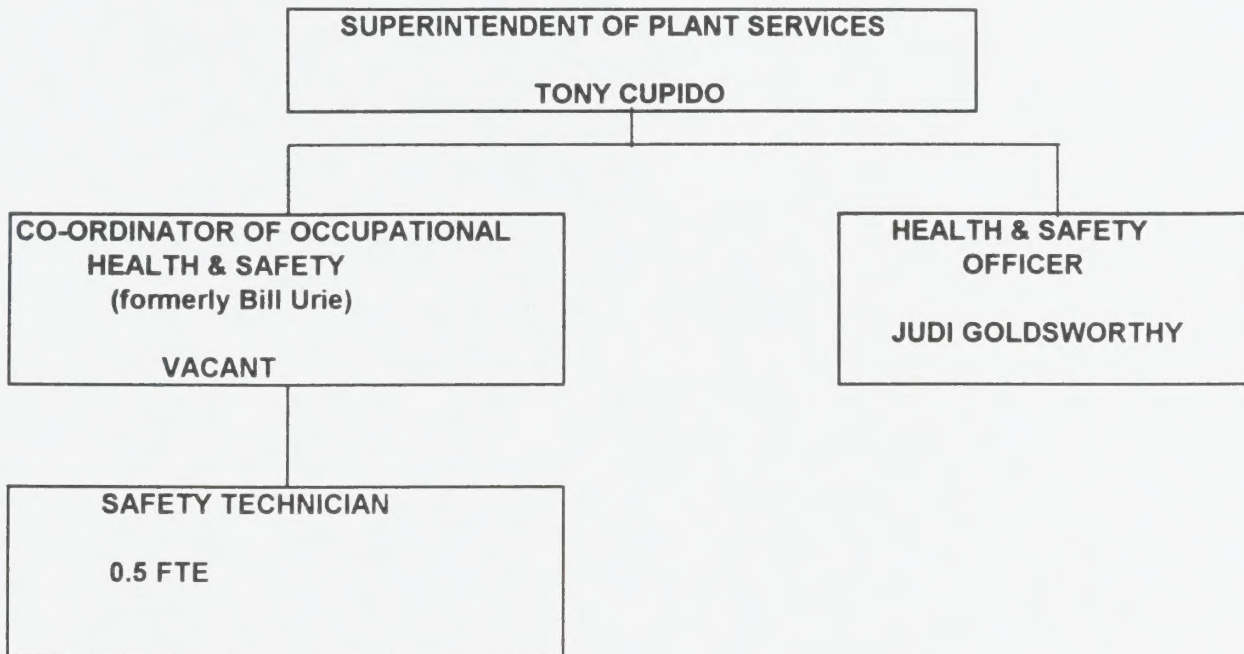
Attached is the Current and Proposed Organizational Structure for Health & Safety.

mb

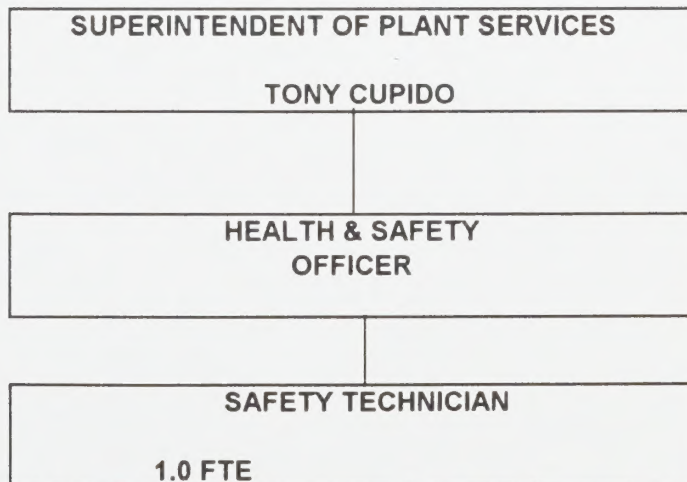




# **CURRENT ORGANIZATIONAL STRUCTURE HEALTH & SAFETY**



# **PROPOSED ORGANIZATIONAL STRUCTURE HEALTH & SAFETY**



## **NOTES:**

1. The Positions of Co-ordinator of Occupational Health & Safety will not be replace and eliminated
2. The Safety Technician will be reinstated to a full time position
3. The new structure is more cost effective than current structure







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